

**IMPROVING THE SEVENTH GRADE STUDENTS' SPEAKING
ABILITY OF SMP N 2 BLORA THROUGH JIGSAW
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the

Sarjana Pendidikan degree in English Language Education



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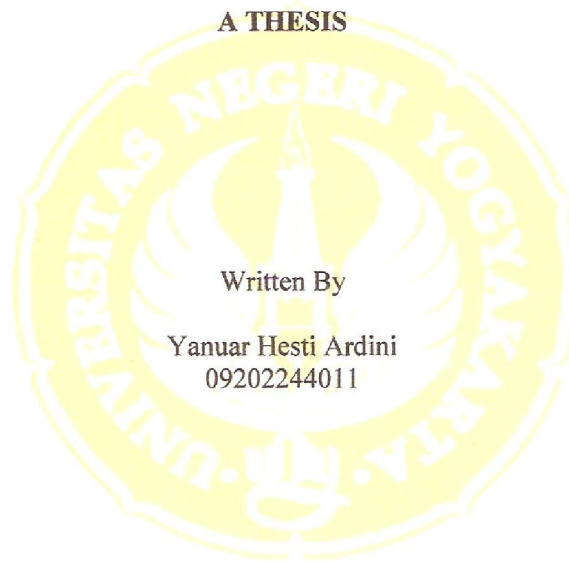
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

APPROVAL SHEET

**IMPROVING THE SEVENTH GRADE STUDENTS'
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JIGSAW
IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS



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A Thesis


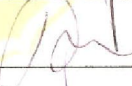
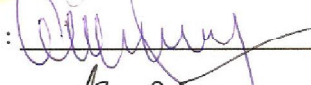
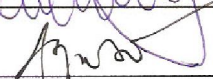
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, September 2013

Penulis



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MOTTOS

*And that there is not for man except that (good) for which
he strives*

-Q.S. An Najm : 39-

You must do the thing you think you cannot do

-Eleanor Roosevelt-

*If you can't fly then run,
if you can't run then walk,
if you can't walk then crawl,
but whatever you do you have to keep*

MOVING FORWARD

-Unknown-

DEDICATIONS

I dedicate this thesis to:

*My beloved parents, Sugeng Suprpto
and Mimik Takaryani,*

*My brother, Agusta Wahyu Ardianto,
and my sister, Desta Wahyu Ardani.*

ACKNOWLEDGMENTS

Alhamdulillahirobbil 'Alamin. Praise be Allah SWT, the Almighty, the Merciful and the Most Beneficent. It is a great moment when I could finish my thesis due to His great kindness of protecting and guiding me. So, first of all, I would like to dedicate my sincerest gratitude to Him.

I really realize that this thesis project is finished with the help of many people around me. Therefore, in this opportunity I would like to thank people who have given their ideas, times, and everything to me during the writing of this thesis.

I would like to express my special gratitude to my first consultant, Dr. Agus Widiyantoro, M.Pd, and my second consultant, Nur Hidayanto P.S.P, S.Pd. M.Pd, for their invaluable time, patience, encouragement, and suggestion in guiding me during the process of writing this thesis.

I also thank the principal of SMP N 2 Blora, Mas Sugiharto, S.Pd and Tri Harumwati, S.Pd for their guidance in carrying out the research in SMP N 2 Blora, and the students of VII.7 class.

My special gratitude goes to my beloved parents, Sugeng Suprpto and Mimik Takaryani for their love, prayers, guidance, helps and supports so that I can finish my study well. I also thank my brother, Agusta Wahyu Ardianto, my sister, Desta Wahyu Ardani and all my relatives for the prayers for me. May Allah give them the best of all.

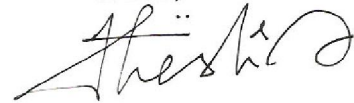
Special thanks go to my best friends, Maydica Rossa, Elistya Reza, Distiya Pramesti, Devi Anggraeni, Idha Kurniasari and Beauty Kharisma who never stop supporting me, and also my SM family and Mr. Choi.

I thank my classmates in G class 2009 and for all my friends in the English Education Study Program UNY for the togetherness and happiness. We have spent many joyful times together, too much laugh, and too much love to forget.

Finally, I really realize that this thesis still has some shortcomings. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever who reads it, particularly the students of the English Education Department of Yogyakarta State University.

Yogyakarta, September 2013

Writer,

A handwritten signature in black ink, appearing to read 'Yanuar Hesti Ardini', with a stylized flourish at the end.

Yanuar Hesti Ardini

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**IMPROVING THE SEVENTH GRADE STUDENTS' SPEAKING
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**Yanuar Hesti Ardini
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ABSTRACT

The objective of the research was to improve the seventh grade students' speaking ability of SMP N 2 Blora in the academic year of 2012/2013 with the use of jigsaw technique.

The research was carried out through action research that consisted of two cycles. The researcher collaborated with the English teacher in implementing the actions. The data were qualitative in nature. The data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the students, and holding discussions with the English teacher. The data were in the form of field notes, interview transcripts, and photographs. The procedures of the research were reconnaissance, planning, actions, and reflection. The validity of the data was obtained by applying the democratic validity, process validity and outcome validity.

The result of the research shows that there are some improvements of the students' speaking ability through the use of jigsaw. The students made a good improvement in some aspects of speaking skills. They participated actively and confidently during the implementation of the actions. They had more chances to speak up in the classroom activities. They became interested in the English lesson and they felt that the English lesson did not make them bored since the researcher used the interesting activities. The students were able to interact and communicate with their friends during group discussions.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The teaching and learning of English at junior high schools, according to the School Based Curriculum (SBC), has 3 main objectives. First, it aims at developing communicative competence both in oral and written forms to attain the functional level. Second, it is to build students' awareness of the importance of English in the global communication, and the last is to improve students' understanding of the relationship between language and culture. In obtaining the objectives, the students do not only learn the language but also the culture of the language.

The objectives were applied in the teaching and learning English at junior high schools. According to the curriculum, in the first level at seventh grade, English has introduced as a foreign language. Therefore, the students learn it from the very basic of the language.

In the seventh grade of junior high schools, based on some observations in the seventh grade class, the students often find some problems. They get difficulty in learning the foreign language, since it is very different from their mother tongue. They cannot enjoy the English class because they only learn it in the classroom and there is a little opportunity to practise it.

For the speaking activity, they lack in pronunciation and in vocabularies. The other problem is related to students' motivation in speaking. They have a little confidence to speak in front of their friends, and they are afraid of making mistakes. Therefore, the teacher needs to create an interesting class environment to attract them so they will have a spirit to enjoy the class activities.

The problems above also happen at the SMP N 2 Blora. The researcher did some observations in the school and she found some problems occurred during the speaking class. Based on the observation at the school, the researcher found that the speaking class did not run well. There were only clever students who were always active in the class and the other students just stayed silent and seemed bored.

The teaching learning process is dominated by reading and writing, with a few question and answer sessions. When the teacher asks some questions, the students who answer her questions are always the same students. When she asks the other students to answer some questions, they seem lazy and afraid to answer the questions.

The other problem is the material being used. The teacher had a lot of materials that support their learning activities, but they seldom got the chance to use the materials. Most of the learning activities were focused on reading and writing activities. The students only have a little opportunity to practise speaking.

Some of the problems needed to be solved to get the speaking class run effectively. One of the solutions was using the good techniques to teach speaking.

There were many techniques for teaching speaking but the researcher believed that Jigsaw is the effective one for solving the problems above.

Jigsaw is believed to be an interesting and appropriate technique for teaching speaking to junior high school students. The students can work in group but still have their personal responsibility so they can enjoy the activities because they do not only learn to speak but also learn to interact with others.

In this research, the researcher uses jigsaw as the technique. Jigsaw is appropriate for the students because this technique allows all of them to participate and have their own responsibility. They will take an equal important part in the activity because they have their own part. So, there will be no dominant students. Without cooperation and participation of each member of the group, they will lose. Jigsaw is believed to be a good technique for teaching speaking to the seventh grade of junior high school students because the activities could help the students to improve their speaking skills.

B. Identification of the Problem

Based on the observation and the interview of the teacher and some of the students, there are some problems which have occurred in the teaching and learning activities, especially in speaking. The problems are related to the speaking skills of the students, the students themselves, the teacher and the materials. The researcher divided the problems into two main problems: internal problems and external problems.

The internal problems are related to the ability of the students in speaking. Speaking is the ability that requires pronunciation, fluency, grammar, and vocabulary. They have different ability in speaking, but commonly they faced the same problems such as lack of vocabulary and mispronunciation.

The students have a little vocabulary mastery since they learn English as a foreign language. They did not find English outside the classroom. There are a lot of vocabularies that they are unfamiliar with and it caused problems because the communication only happens when both of the speaker and the listener understand what they are talking about. The students need to enrich their vocabulary much more to get the conversation to run well communicatively.

The other problem is mispronunciation. The students get difficulties in pronouncing some words because they are still confused on how to pronounce them. The wrong pronunciation may cause misunderstanding between the speaker and the listener.

The students have a limited knowledge in using English. One of the limitations was in the events, or what they will be able to do with or through the language, such as making introduction, giving explanation or describing plans. In this situation, they were only familiar with the specific and simple sentence that were commonly used by people to speak in English. For example when meeting someone, they just say “hello, how are you?” even though there were many sentence to express it.

Every student has different interest in learning and the level of their motivation is varied. It depends on their interest. Not all of students have a good self-confidence. Some of them were shy and kept silent in the classroom.

The external problems were the problems which come from another aspect out of the students' speaking skills. The problems were related to the method used by the teacher. The teacher gives a little opportunity to students to express their idea. Another external problem is that the materials learned by students are not appropriate with them because it is not suitable with the context and too difficult to understand.

C. Limitation of the Problem

Based on the identification of the problem above, there are many problems have occurred during the teaching and learning speaking. The researcher cannot solve the entire problem because it is a complex thing. It is necessary for her to limit the study. There are some reasons why the researcher has to do it: to avoid a big problem in the area and also to help the researcher herself to focus on the research for the study.

The researcher discusses the problems with the English teacher, because she believes that the English teacher knows her students better than the researcher. As the researcher's collaborator, she suggests many things related to the solution of the problems. The main point of the problems was the low of the students'

speaking skills so the researcher and the collaborator have specified the problems into one crucial problem.

The researcher needs to specify the research to get the study clearer. It was specified on the use of the jigsaw technique in the classroom activities. The use of jigsaw activities is to improve the students' speaking skills such as pronunciation, vocabulary mastery, fluency, grammar, and comprehension. Students' speaking skills can improve when they have many opportunities to speak, and it can work effectively through jigsaw.

Jigsaw was used because it gives some advantages to improve the students' speaking skills. It allows all of the students to have a chance to speak. In the activities, they have to speak to express their ideas and retell their information to the group. The high participation and interaction among the students help them to speak as much as they want because they have to give their idea, opinion, and solution to get the goal. The students also have to retell the information to their group. So, they have to force themselves to speak.

D. Formulation of the Problem

Based on the background of the study, identification of the problem, and limitation of the problem, the problem is formulated as "How can jigsaw be used to improve students' speaking ability?"

E. Research Objective

In line with the formulation of the problem, the purpose of the research is to investigate how jigsaw can improve students' speaking ability.

F. Significance of the Research

In this study, the researcher intends to achieve two significances below:

Theoretically, hopefully the study could give a deeper insight in improving the quality English teaching concerning with improving students' English speaking ability. It is also hoped that it could be a reference for further study of the speaking teaching method.

Practically, the students will learn how to build cooperation with others, give their opinions, and appreciate their friends' opinions. They will also learn how to develop their building good cooperation so as to make the learning successful.

In the end of the study, the students will be able to work actively and cooperatively during the teaching and learning process. They will have a high participation with the class activity. Their self-confidence also increases since they have to speak in front of the class.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Speaking

a. Definition of Speaking

Collin Cobuild English Dictionary for Advanced Learners third edition (2001:1468) defines speaking as the activity of giving speech and talks. Giving speech and talks are sharing ideas that people have in their minds. They are carrying a message of the speaker's mind to the listener. The speech can be a monologue and a dialogue. In the monologue speech, the speakers only want to express their ideas, but in the dialogue, the speaker and the listener should know what they are talking about to get communicative conversation.

Speaking is an active use of language. It can be used to express meaning of the speaker's intention. The intention of the speaker should be expressed so the other people can understand what he or she wants to deliver (Cameron 2001:40).

Fulcher (2003:23) said that speaking is the verbal use of language and the purpose is to communicate with others. He also added that in speaking, the speakers build communication to the listeners based on many intentions. The intentions are to express ideas, opinion, perception, and feelings.

From the above definition, it can be inferred that speaking is an activity of giving speech and talk. Speaking is a communication activity. The speakers

communicate to the learners to deliver some messages of the speakers mind. The messages can be some purposes to express ideas, opinions, perception, and feelings to others in order to inform, to persuade, and to entertain.

b. Difficulties in Speaking

Brown (2001:270) stated that there are some characteristics of the spoken language that can make the oral performance easy, but in some cases, make it difficult to acquire.

The first is clustering. The fluent speech is in phrases, not word by word. The learners can identify their performance cognitively and physically through clustering. In some cases, the learners have some difficulties when they speak in phrases and they pause in the wrong place.

The speaker has an opportunity to make their speech clearer through the redundancy of the language. Learners can capitalize on this feature of spoken language.

There are some problems that form special problems in teaching speaking. They are contractions, elisions and reduced vowels. The students who do not learn colloquial contraction can sometimes develop a step, mainly disapproving quality of speaking that in turn stigmatizes them.

In speaking, for the process of thinking, the learners allow to perform hesitations, pauses, backtracking and corrections. There are some performance

variables that can be taught to the learners. They can learn how to pause and hesitate by using fillers.

The learners should be well acquainted with the words, idioms, and phrases of colloquial language. They should get practise to produce the form to make their speech become natural.

Another sailent characteristics of fluency is the rate of delivery. One of the teacher tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

Stress, rhythm, and intonation are the characteristics of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

The last characteristics is interaction. The biggest difficulty that learners attempt is the interactive nature of most communication. Conversation is collaborative as a participant engaged in a process of negotiation of meaning.

2. Teaching Speaking

Speaking is one of the important parts of the second language teaching and learning. Today's goal of the teaching speaking is to impose students to use the language communicatively in order to follow social and cultural rules in each communication circumstance. To use the language communicatively, the students need to master communicative competence which involves grammatical

competence, sociolinguistics competence, strategic competence and discourse competence. (Richards 2006:9)

It is important for the teacher to think more about how to teach speaking. Learners of English need to make themselves completely involved to practise English in different kinds of learning activities and situations because learning speaking is quite challenging. Seidlhofer and Knapp (2009: 3). It means that the teacher should provide them with many kinds of different activities to help them improve their ability in speaking. The speaking activities can run well when they practise a lot.

Harmer (2007: 345-348) explains some important points related to the teaching of speaking to minimize the students' reluctance in speaking. The first is preparation. Preparation is important because it gives enough time to the students to think about what they want to speak, before they perform speaking in public.

The second is the value of repetition. It allows the students to revise on what they have done before, gets some chance to analyze what they have already done and gets them to draft the result of their discussion.

The third is taking the students into big groups or small groups. Through this way, the students can make sure that they get chances to speak and interact in big or small groups. Therefore, the students can share their ideas with their friends.

The last is mandatory participation: allowing the students to engage equally in a task without knowing who gets the turn first and who gets the next. This can make the students more prepared and always ready to get their turn.

From the explanation above, it can be concluded that teaching speaking is not easy to do. The teacher should provide the students with many instruments and give them the opportunity to practise it as much as possible. There are many important things to consider before teaching speaking in order that the students will not get any difficulties in practicing such as preparation, repetition, interaction and participation.

3. Teaching Speaking for Junior High School Students

a. The Aims of Teaching English for Junior High School Students

According to the content standard which is developed by BSNP (2006), teaching English for junior high school students in Indonesia is aimed as developing the students' oral and written communication competence to achieve informal literacy; developing the students' awareness of the importance of English in improving their competence in the global communication, and developing the students' understanding of the relation between language and culture.

Suparman (2007:3) also added that English as the subject matter in junior high schools is aimed at building language ability and communication skill in spoken and written forms to face the development of science and technology in the globalization era. There are 3 objectives of English as the compulsory subject in junior high schools: discourse ability to integrate four language skills (listening, speaking, reading, and writing); ability to comprehend form of texts (procedure, descriptive, recount, narrative, and report); and supporting competences such as

linguistic competence, socio cultural, strategic competence, and discourse competence.

Teaching speaking to junior high school students has some objectives that the teacher needs to fulfill. The objectives are the development of the students' competence in oral and written literary, the development of the students' awareness of the importance of English and the comprehension of language and culture. To fulfill the students' needs, the teacher should provide some good and appropriate activities which can help them to reach the objectives of the study.

b. Characteristics of Junior High School Students

Students of junior high schools are in the ages of 11 to 14 years old. They can be categorized as teenagers. According to Brown (2001:92) teenagers are an age of transition, confusion, self-consciousness, growing, changing bodies and minds. Teenager is between childhood and adulthood. It becomes a challenge for English teachers, and therefore a special set of considerations should be carefully applied to teaching them.

Teaching teenage learners is not easy. They have different abilities, motivation, expectation, knowledge, and learning styles. The teacher need to understand their needs and offer some opportunities for them to explore, express their idea, expand and grow (Klancar, 2006:1)

Junior high school students are the students who have immature emotion. In this stage, the junior high school stage is the transition from the child to teenage.

They have different abilities, motivation and learning styles. The teacher should understand their stages and prepare a set of attention to teach them.

4. Activities to Promote Teaching Speaking

Some types of communicative speaking activity, according to Brown are games, role play and simulations, drama, projects, interview, brainstorming, information gap, jigsaw, problem solving and decision making and the last is the opinion exchange (2001:183).

a. Games

A game is an activity that has many techniques to play and can be scored in some ways. The most common game in the language classroom is the guessing game. In the guessing game, the students have to guess something and they will be imposed to talk as much as they can to get the goal. They will not feel afraid of making mistakes in expressing their ideas since their curiosity to know the goal is bigger than those feelings.

b. Role play and Simulations

Role play is giving a role to the member of the group and the other members or participants have to accomplish the role. The students are given a situation of something that they have to act. For example, in a restaurant, they have to show how to make an order and give services. In this situation they play in different roles: as a customer, as a waitress, and as a cashier. They will have different dialogues as if they were in the real situation.

Simulation involves a large group and has a complex structure. The group is working through imaginary situations to solve the problems. Simulation is basically as same as role play but this technique needs much more preparation to get real condition.

c. Drama

Drama is more complex than role play and simulation. It more conceptual because it has a story line that makes the drama runs smoothly. Drama has dialogue scripts and need a director to direct the drama. The students need to practise a lot to play a drama because they have to memorize the script. They also need the complete equipment to support the story.

d. Projects

Projects are good for all ages, but especially for young learners because they do not only talk about the language but also doing something about it so they can approach it much more. This technique helps them to learn much more of the topic or the material. The students should understand the material well so they can express their knowledge into a good project.

e. Interview

Interview can be done by all ages of the learners. They can do in pair work, or in a group. The activities are asking and answering among the participants. The students are prepared to ask some questions related to the materials to the other students and they have to answer the questions. The

activities help them in expressing their ideas and let them speak as much as they need to get the information through interview.

f. Brainstorming

Brainstorming is a technique that helps learners to think creatively on the problems, decisions or values. It is a motion of thinking. This technique exposes the students to think much and explore their ideas. They are given a case that needs their creativity to solve the problems.

There are some brainstorming activities such as finding alternatives for a blank in sentence, brainstorming on a picture, brainstorming using a song, and listing different ways of expressing a particular language function. Those fun activities will make the students enjoy and well worth trying out in their classes.

g. Information Gap

The activity in information gap technique is to ask for some information among the learners. There are two main purposes of the technique: Informative and communicative. Informative is to complete the information needed and communication is the way to ask for the information. The information should be simple to complex.

In information gap activities, each student has information that the other student do not have. The objective is for students to ask questions to find out what information they need from the other. The simple activities of information gap are guess card, same different, and words on back.

h. Jigsaw

Jigsaw is the part of the information gap technique. Each of the members is given some specific information and then they make groups. The students are divided into some main-groups. Then they make some sub-groups that consist of each member of the main-group to discuss the information. After discussing with the sub-group, they come back to their main-group then they have to tell the information that they have got from the sub-group. The cooperation and the participants of each member are needed to collect all the information to get the objectives.

i. Problem Solving and Decision Making

The purpose of the problem solving technique is to get the solution to the specific problem. It concerns on meaningful communication, not too much on grammatical or phonological forms. The students are given some cases or problems that they have to solve, and then they make a decision according to their discussions in the group. This technique helps them to express their ideas freely.

j. Opinion Exchange

An opinion is a private belief or feeling of the students that have no empirical or exact data. The activities of this technique can be done in pairs or in groups. The teacher gives them a situation and they have to give their opinion about it, and then they can retell their other friends' opinion.

5. Criteria to Design Speaking Tasks

In designing speaking tasks, the teacher also needs to consider some situations that can provide maximum opportunities for the students to get experience in autonomous language use. Thornbury (2005:90-91) proposes some criteria for the teacher to design the speaking tasks:

a. Productivity

The speaking activity should provide many opportunities for the students to maximize their language production. It also helps the students to enrich their vocabulary mastery or language use to achieve the objectives of the learning. A task gives them experience to practise and develop their skills.

b. Purposefulness

A task in the speaking activity has to solve a clear outcome that should be achieved by the students. Therefore, in designing speaking tasks, the teacher has to ensure that the task has covered the target language that will be often used by the students.

c. Interactivity

Speaking is an interaction between the speaker and the listener, between the teacher and the students. Interaction gives more experience and good preparation in using the target language in the real life communication.

d. Challenge

The teacher should take into account to determine the degree of difficulty of a task. It is important to adjust its difficulty. He or she has to know that the task is

too easy or too difficult for the students. They will meet proper challenge and get adequate experience by finishing the tasks.

e. Safety

While the students are supposed to meet the challenge in speaking tasks, they also need to be confident and enjoy the situation. The classroom should provide the right condition and minimize risk for the students, so they will be able to finish the task without too much anxiety.

f. Authenticity

In designing speaking tasks, there should be related to the real life language use. What the students say to communicate during the speaking activities in the classroom is essentially has to be the same as communication outside the classroom. Therefore, the students will have good preparation to be autonomous speakers.

6. Jigsaw

a. Definition

According to Oxford Advanced Learner's dictionary (2005:831) jigsaw is a puzzle that has been cut up into some pieces that the learners have to fit together again. To do a jigsaw they need some picture and make it into a puzzle. The picture should be related to each other and have a sequence of story.

In the communicative learning, jigsaw is the part of the information gap technique. Each of the members is given some specific information and then they

make groups. The students are divided into some main-groups. Then they make some sub-groups that consist of each member of the main-group to discuss the information. After discussing with the sub-group, they come back to their main-group then they have to tell the information that they have got from the sub-group. The cooperation and the participants of each member are needed to collect all the information to get the objectives (Brown, 2001:185).

Goodman (1990:108) states that jigsaw is a cooperative learning technique that the first stated by Aaronson in 1987. It means that jigsaw is a part of cooperative learning technique. Brisk and Harrington (2000:83) define the jigsaw approach as a way for students to work cooperatively and help each other to learn new material. Students actively play or learn on their part as they tell the other students about the information that they have learned.

The jigsaw name comes from the activity that the students are organized into some parts, like pieces in the jigsaw. They have to be the part of the solution to get the complete information. The students should work cooperatively and help each other in the activities to get the success of the assignment.

The jigsaw technique is a group work technique for learning and participating in the following group learning activities:

The students must listen carefully and actively in the listening activity. They need to understand the information or the material required. When they really understand about it, they can tell to their main group clearly about the information.

The students will learn the information from the-sub group and tell it to the main-group. The speaking activity is the important part in this technique because the information is delivered by speaking. Each of the students has their responsibility to tell the information to their member of main-group.

Each of the students has their responsibility to get the success of the group. They have to cooperate with each other. They determine their own success because every student has an important part in this activity.

There must be reflective thinking about what was learned from the sub-group. Every student has different opinions about the problem. Reflective thinking is needed to get the complete information successfully.

Creative thinking is needed to approach, teach and present the materials and then collect all the information to be the complete one. To share and express their ideas, the students have different styles. They must be creative to get their idea understandable for the other students, so they can easily make a conclusion.

Those activities are related to each other and help students to increase their ability in speaking. Jigsaw is a real group activity because without participation among students, the activity will not run well. Interaction and participation become the main part of the success in this activity.

b. The Benefits in Using Jigsaw

In cooperative learning, students work with their peers to accomplish a shared or common goal, and jigsaw is one type of cooperative learning technique.

Research over the past several decades show that the cooperative learning which is well-structured has many benefits for the students in terms of engagement, achievement and enjoyment.

The cooperative learning will work well when the students are interdependent in positive way. Each of the students does not only work in peer teaching and in sub-group but also helps other students to learn, in order that all of the students of the group can make an analysis about the task. They should interact to each other to help others.

The individual task of each student is accountable. It can make the students motivated to work more actively in the class. The students need their ability to learn and tell or teach other students about the material to get the solution of the task.

The success of a group is depended on the students' team work cooperation. Each of them can explore their ability to analyze and the entire member of the group work together to get the task done. From this activity, they can know their friends' ability, whether they can work well or not.

A number of studies have documented effective use of jigsaw in a variety of types of classes: undergraduate statistics (Perkins and Saris, 2001), undergraduate biology lab (Colosi and Zales, 1998), undergraduate psychology (Carroll, 1986), prospective elementary school teachers (Wedman, 1996; Artut and Tarim, 2007), undergraduate geology (Tewksbury, 1995), and project-based computational

science and engineering at the U.S. Naval Academy (Burkhardt and Turner, 2001).

The material in jigsaw is not presented. The students are directly engaged with the material so they can understand much more about it. They can approach the materials creatively as much as they need to get the information.

One of the activities in jigsaw is telling or teaching other students of the group about the information that the individual has learned from the sub-group. The teaching activity gives them great benefit because when they can teach others, it means they have understood. They have to master the materials to teach their friends well.

During jigsaw, the students speak everything that they have learned from the sub-group. It helps them to speak fluently. They have much information to teach to the other members of the main-group. They will not hesitate to speak since they have learned and listened to it before in the sub-group.

Each of the students has their main part in the group. They have many opportunities to develop their expertise. To teach the other students, there are many things to express in their mind and they have to speak it in order that the other students know every member's opinion.

Each of the students can share their own opinion. The group is not a large group so they are easy to share it. The small group makes the students feel comfortable to speak because the other students will pay much more attention to the speaker.

Jigsaw encourages cooperative and active learning. It promotes discussions, problem solving and learning among the students. It values all students' contribution.

Jigsaw is an efficient cooperative learning. Even though it takes time in the class, if it was planned well, jigsaw can be useful to teach students about a topic. They will be highly interested in the learning process when they are participated in the activities.

c. Procedure in Using Jigsaw

1) Stages in Jigsaw

Clarke (1994) presents the jigsaw structure in stages. He also discusses several variations of the jigsaw structure including different group sizes and different stage implementation.

The first stage is introducing the topic to the class as a whole. Before dividing the class into some groups, the teacher has to introduce the topic to the students first. Introduction to the topic is needed to get clear understanding.

The second stage is focusing on exploration. The teacher divides the class into 4 groups (for example). After that, each groups counts from 1 to 4. Each student who gets the same number should gather and make a discussion about a case (picture) given to them. Exploring the case as much as they know, every student should give their opinion.

The third stage is reporting and reshaping. The students return to their original groups and instruct their teammates to retell their findings from the groups. When the discussion in the sub-group is done, they go back to their own group and tell to the group what they have learned about the case. Every student in a group has different cases so they have to speak what they get from the former group.

The last stage is integration and evaluation. The team connects the various pieces generated by the individual members, addresses new problems posed by the instructor, or evaluates the group product. When all of members of the group have report their findings, the teacher asks them to gather the information to be a good story based on their findings. Every group may have the same story or they can improve their story by adding suggestions from other members.

2) Choosing a Good Topic for Jigsaw

A good jigsaw topic has a number of hallmarks. A topic that was used for jigsaw activity should be appropriate and fulfill the requirements to make the students really get the point of the activity as explained below:

A good topic has group assignments that are related to the individual assignment. The group assignments should relate to the solution or the goal of the task. If not, their work seems like an unrelated-mini presentation.

A good topic has group assignments that students can complete successfully. Each of the students should help each other and have their contribution in the

group. The group assignments help students to participate to get the goal of the activities.

A good topic for a jigsaw is one that does not required students to know each team as equally well. In a jigsaw, every student should know their part better. They have to teach it to other students.

3) Running Jigsaw Effectively

An effective group task is crucial for a jigsaw. The important part of a jigsaw is group discussions and how each student of a team works together to make their team work effectively. There are some ways to make a group run effectively in a jigsaw activity:

Including a group task that follows the peer teaching lets the students to work cooperatively and actively in the group. Jigsaw should provide a group task activity. It gives the students the goal to discuss and solve the problems in the group. If there were no group task, it was not jigsaw.

The group assignment is to summarize every student's individual work. They can make an analysis of it or discuss some problem to get the solution. The group assignment as the final story of the jigsaw may be varied in each group because the students' creativity is different.

4) Preparing the Activity

Students must be well prepared for the peer teaching component. Teaching other students is not easy when they have not mastered the topic that will be taught or presented to other students in a group. To prepare them, there are some steps:

The teacher formalizes the preparation for the students. They are prepared to understand the technique, the rules and the activities. They are given explanation briefly in order they will not be confused with it.

The teacher has to make sure that students are actually prepared. Preparing them with a note is needed to summarize the information, but they have to be monitored in order that they are in line with the discussions. Sometimes they write the unnecessary information and miss the important one. Therefore, the teacher should ask them to make a conclusion.

Giving the students guidance in how to prepare for peer teaching is important. They can be prepared with a teaching preparation sheet. The teacher let the group to discuss how to teach the topic well and let them to discuss the difficulties. Before dividing them into sub-group, he or she should check each of the students' individual preparation.

5) Students Individually Assignments are Accountable

Students learn more if they are held individually accountable. The responsibility to understand well the topic that they should teach to other team

makes them learn more about their part. They want to do the best for their own group.

The individual follow up task in jigsaw helps the students to work actively and critically in the group. They will learn more in the group assignment.

There is no need to let the students know that the other team do the assignment as well as their group does. They will know that their own team is the best. The students will work hard to get their team do successfully.

The last is rewarding the group assignment to increase students' interest in doing their assignment well. Rewarding the students who can do the work well is good for them. It will make them feel happy and they will work hard to the assignment.

d. The Example of Jigsaw for Speaking

Thornbury (2005:81) offers an example of the jigsaw activity for speaking:

Prior to the lesson, the teacher prepares four flashcards; each of them is an enlarged frame from the following pictures story.

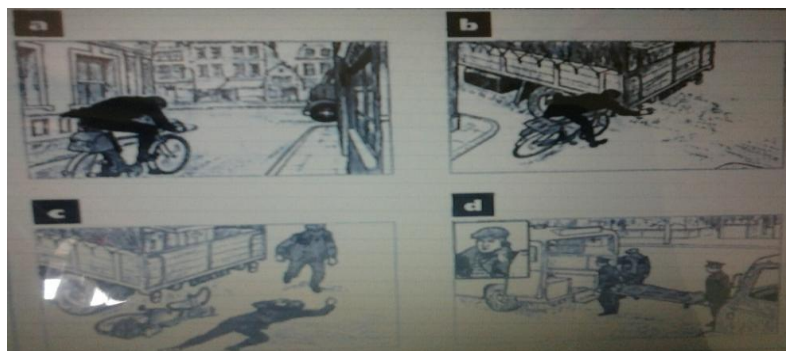


Figure 1: The Example of Jigsaw Task for Speaking

The teacher tells the class they are going to witness a minor traffic accident, but, as in minor traffic accidents, it happened very quickly, and they only see the accident from one perspective. The class is divided into four groups and the teacher flashes the pictures in the random order, and for a few seconds only, one per group. The members of each group have to agree, among themselves, what they saw. (This stage is also useful for checking vocabulary.) Then, the members of each group are redistributed, so that new groups are formed that comprises someone from each of the original four groups. (One way of doing this is to give each member of each group a number: 1, 2, 3 and so on. Then all “number ones” form a group, and the “number twos”, and so on.) The task of each group is (a) to take it in turns to describe what each person saw; (b) to decide, jointly, the sequence of the accident; and (c) to decide, as a group who was to blame.

To do the task, the learners will be compelled to fulfill the conditions of a communicative activity picture above. And, as in real life, there will always be some differences of opinions as to what exactly happened. Where there are difference opinions and the built-in need to resolve that difference, learners will be compelled to use language in such a way that they will be distracted from a concern for formal accuracy.

B. Conceptual Framework

Teaching speaking to junior high school students is important to achieve the objectives of the teaching learning English at junior high schools. One of the objectives is the development of communicative competence in oral and written forms to attain the functional level. The oral written forms become the indicator of success since it is the output of the teaching learning process.

There are many problems occurred during the teaching and learning speaking that the researcher has found. The problems such as the students' low speaking skills, minimum function of English, lack of self confidence, and limited opportunity to practise become the main problems that often happened during the process.

In this research, the researcher believes that jigsaw is the appropriate technique to solve the problems in the teaching and learning speaking. Jigsaw is a cooperative learning technique that helps the students to improve their speaking skill since they have to speak as much as needed to tell the information. This activity lets them get many opportunities to speak and it can increase their confidence in speaking. It also forces them to work in groups so they can create an interaction and participation among the students.

There are some steps to do the research which consider the need to improve the students' speaking skills. First, the researcher would observe and identify the problems in the field. Next, she and the English teacher would try

to find some efforts, which are considered for the solution. Finally, the actions would be implemented.

To achieve the improvement of the students' speaking ability, the researcher would make some efforts in the Action Research. The research elements need to work cooperatively and collaboratively to achieve the success of the research.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is action research which focuses on the efforts to improve students' speaking skill ability of the seventh grade of SMP N 2 Blora through jigsaw in natural setting. The researcher collaborated to identify the obstacles of the English teaching and learning process.

B. Research Setting

This research was conducted at SMP N 2 Blora which is located at jalan Gunandar 72 Blora, Central Java. The school is located in the center of the city and it has good record of academic and non-academic achievements. For that reason, it becomes one of favorite schools in this city. Many students want to study in the school.

The research was conducted in the second semester in the academic year of 2012/2013. The researcher chose this school because it has various students. There are many students that have difference abilities who study in the school. There was a gap between the students from the city, who have known English when they were in the elementary school, with the students from the village who unfamiliar with English.

The students, who familiar with English, kept improving their abilities without considering their other friends who have difficulties in learning English.

They also have difficulties in performing because they were low of self-confidence. They were afraid of making mistakes and for that reason, they became very silent and shy. They did not get any opportunities to practise the speaking skills since an everyday activity was working on course book.

The seventh grade students were chosen because in this grade, the gap was very clear. They were new learners and most of them still brought their immature characteristic in learning. The students of VII. 7 represented all the seventh grades of the school so the researcher would research and implement the technique in this class.

The school has the same vision with the researcher in improving the speaking ability in order to achieve the goal of English teaching and learning in SMP 2 Blora.

C. Subject of the Research

The research members are the researcher, the English teacher, and the seventh grade students of SMP N 2 Blora, who was involved in the research, in the academic year of 2012/2013.

D. Time of the Research

The researcher conducted the action research in the second semester of the academic year of 2012/2013. The action was held from April to May. In

conducting the actions, the researcher followed the school calendar in which the English would be taught two times a week.

Table 1: The Schedule of the Research

No	Steps	March		April				May		
		3	4	1	2	3	4	1	2	3
1.	Observations									
2.	Planning of Cycle 1									
3.	Action 1 (implementation, observation and reflecion)									
4.	Planning of Cycle 2									
5.	Action 2 (implementation, observation and reflecion)									
6.	Analyzing data and reporting									

E. Data Collecting Technique

The data of the research would be in the form of field notes, interview transcripts, photographs and also students' test scores.

The observation was done to monitor the teaching learning process. The data were taken during the observation by observing the class situation and condition. Then they were recorded in the field notes.

The interview was done to know the problems have occurred during the teaching learning process. The questions of the interview were related to the

activities in the teaching learning process. The results of the interview were stated in the interview transcripts.

The last was testing students' ability using a pre-test and a post-test. The purpose of these tests is to know the development of the students' ability before and after the action. The results of these tests were students' tests score.

F. Data Analysis

The first step that would be done by the researcher in order to analyze the data was data presentation. In this step, the researcher would collect all the data such as field-notes, interview transcripts, photographs, and video recording. The second step was data reduction. In this step, the researcher would choose, determine the focus, simplify, summarize and change the form of the data that were in the field. The third step was classification. In this step, the researcher would classify all the data that pass the data reduction process.

The analysis of the data would be explained in the reflection. By doing this reflection, the researcher would get authentic knowledge, which would help the researcher in interpreting the data. In analyzing the data, the researcher would hold some discussions with English teacher as the collaborator and the students of the seventh grade. It would be used to see the data from different points of view.

G. Validity and Reliability of the Data

There are five validity criteria that can ensure data validity of action research by Anderson in Burns (1999: 161-163) the validity of the data would be established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity.

1. Democratic validity

The researcher would fulfill the democratic validity by asking the English teacher to be her collaborator in conducting the research. The process was through some discussions involving the researcher and the English teacher during the research.

2. Outcome validity

The researcher would fulfill the outcome validity by providing the genuine data. The researcher got the outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions. The research could be said to be successful if there were some improvements in the teaching-learning process.

3. Process validity

Process validity was about the process of conducting research. The actions of this research should be believable. They must be supported by some data sources that showed the process was valid. The process in this research consisted of two

cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps.

4. Catalytic validity

To establish the catalytic validity, the understanding about the social realities of the context was deepened. The researcher would fulfill the catalytic validity by interviewing the English teacher and the students. Besides, the researcher would also ask the students to give their feedback.

5. Dialogic validity

To establish the dialogic validity, the thesis report would be presented in discussion with critical friends or other practitioner researcher. The researcher would fulfill the dialogic validity by having discussion with the collaborator and the consultants.

While using those principles, the reliability of the data was gained by giving genuine data, such as the field notes, interview transcripts and other records. To obtain the trustworthiness, the researcher used triangulations that were proposed by Burns (1999: 163-164) as follows:

- 1. Time triangulation**, the data were collected at one point in time or over a period of time to get sense of changes in the process. In this research, the researcher would gather the data about the improvement on speaking skills

through having the pre-test and the post-test. Furthermore, the portraits of the classroom situation would be recorded in the observation checklists and field notes which would be taken in every meeting.

2. Investigation triangulation, more than one observer was involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation.

H. Research Procedure

The research began from the problems of the study. The problems were explored by the researcher to find out the best solution from the entire problems. The next activity was to find the early condition of the research subjects before doing the actions through observation. The researcher analyzed the data from the field notes of the observations and the interview transcripts during the research. The results of the observation diagnosed as the basic of the research planning. In the next activity, the researcher did the actions of each cycle and did observations during the action. In the end of the cycle, the researcher did reflection to see the result of the action.

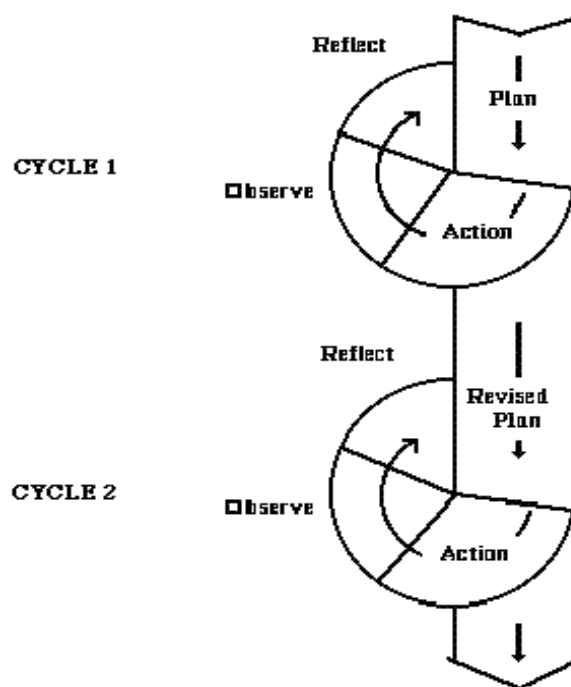


Figure 2: The Steps in Action Research

The processes of collecting the data are:

1. Reconnaissance

In this step, the researcher would carry out the research collaboratively with the English teacher in the school. Moreover, in this step, the researcher found out information concerning on the students' speaking ability. The researcher would do observation and interview with the English teacher to identify the existing problem on the students' speaking ability. After that, she would determine the thematic concern.

2. Planning

After doing the observation in the reconnaissance step, then the researcher made some plans to choose the actions that are feasible to be implemented in the field. In planning the actions, the researcher would work together with the English teacher of the seventh grade student of SMP N 2 Blora.

3. Implementing actions

In this process, the researcher carried out the actions which have been planned in the class. The actions would be implemented in two cycles. During the implementation of the actions, the English teacher was the one who implemented the action whilst the researcher observed and noted the students' reaction toward the implementation.

4. Observation

In this process, the researcher took note on how the students react to the actions and some obstacles of implementing the action. The researcher would conduct some interviews with the research members to get their opinions about the implementation of the actions. Based on the interviews and observation, the research members would discuss the implementation and its change. Then, they evaluate the implementation of the action to improve the next action.

5. Reflection

In this last process, the researcher made some reviews on what happened in the implementing action process. Moreover, this reflection was done to find out whether the action is successful or not. If the action was successful, the researcher would implement it continually. However, if the action is not successful, the research would try to modify the action or find the suitable action so that the condition would be better.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Reconnaissance

The research began by finding the problems in the field. To identify the problems, the researcher conducted some interviews and observations in the beginning of the research, during the research and in the end of the research. The interviews and the observations were conducted to the English teacher and the students.

The researcher collaborated with the English teacher to know the condition of the class. The English teacher helped the researcher classified the field problems. They had a discussion to select the crucial problems that happened in the class and the solutions to the problems so they could decide the actions. Before discussing the problems, they did the observations and the interviews in the beginning of the research to get the clear problems of the students when they studied English.

It is important to review what the researcher and the collaborator observed in the first meeting as well as to take a look at the pre-test result in the first meeting before the researcher goes further to talk about the problems. The result of the observation could be seen in the vignette below.

Vignette 1

Meeting : 1st (Thursday, March 14th 2013)

The teacher started the lesson by praying and greeting the students. After checking the students' attendance, she sat in her desk and played with her phone. She let the class be noisy for a while and then asked the students about the last material. The students said that in the last meeting they had to answer the course book task and today they had to finish it. The course books were collected in her office desk so she asked two of the students to take the book. The class got noisy again during the time and she played with her phone again.

The students continued to answer the task. They did it individually and quietly even though the teacher asked them to discuss the task. The teacher walked around and asked the students whether they had any questions or not, but none of them responded her. They were busy with the task.

When the time was up, the teacher asked the students to answer the questions. There were some students who raised their hands to give a sign that they liked to answer it. The students who raised their hands were predictable. Only some of them and the same students who have a confidence to answer the question and other students just stayed quiet. Finally, the teacher mentioned the students' name to answer the next questions. There were some mispronunciation of their words but the teacher seemed like to ignore them. For example the word "honorable", it should be pronounced /^hɒn. ə r.ə.bl/ but they pronounced it /^hɒn. ə r.ə.bl/. The teacher ignored it but when the researcher whispered the right pronunciation, she became confused and then corrected the wrong pronunciation. It looked alike that she was not aware of such the problem.

The rest of the activity of the day was answering the task. The students, who did not ask to answer, prefer to chat with their friends to give attention to the task. So the class was very noisy when one of the students answered the questions but became very quiet when the teacher was choosing one of the students to answer the next question.

After they had done answered the questions, the teacher asked if there were some questions, but the students said no. Then she asked them to learn the next material for the next meeting and finally she closed the meeting by praying together.

From the vignette above and some interviews, the researcher found some problems related to the teaching and learning process in the class. The problems which occurred during the process could be presented in the following table:

Table 2: The Problems Occurred During the Observations and the Interviews

No.	Problems
1.	The students were not ready to learn. They were busy with their own activity such as chatting with their friends.
2.	Most of the students did not pay attention to the teacher.
3.	The teaching and learning activity was monotonous. The students just answered the questions in the course book.
4.	There was a gap between the clever students who want to be the best and the low students who did not want to be notified by the teacher.
5.	The students preferred working individually in every activity to working in groups.
6.	It was difficult for the students to pronounce the English words correctly.
7.	The students preferred to be quiet than to answer the teacher's questions.
8.	
9.	There was only a little interaction among the teacher and the students.
10.	The teacher only used books as the media.
	The students have a little confidence to speak in English.

From the discussion, the researcher found the cause and effect in the teaching and learning process. The teaching activity which focused on answering the questions from the course book on every meeting was considered to be monotonous and caused students' boredom in learning. This made the students unmotivated to participate actively in the process. As a result, most of them did not learn seriously and had no opportunity to practice their English.

The researcher also did some interviews during and after the observation to know the students' opinion about their English class. There were some interviews that showed the activities in the class as usual. One of the interviews can be seen in the transcript below:

- R : Dek Ayu, gimana pelajaran Bahasa Inggris hari ini?(Ayu, how was the English lesson today?)*
- S : Biasa aja miss, malah bosen soalnya ngerjain soal terus.(there was nothing special. It was a boredom to answer the task all the time.)*
- R : Apa ada aktifitas lain selain mengerjakan soal? Games misalnya. (Were there any other activities in spite of answering the tasks? games activities for example.)*
- S : Ya kadang, tapi jarang. Lagian anak-anaknya individu semua miss, jarang mau diajak kerja sama. Ada yang pinter banget tapi juga banyak yang lemot. Yang pinter kebanyakan ngerjain sendiri biar cepet selesai. (Sometimes, but we rarely played games. Most of all my friends were individual students. They did not like working together. There were some clever students but there were also many annoying students. The cleverer students liked working individually to get their work done quickly.)*
- R : Ayu termasuk anak yang seperti apa?(what about you?)*
- S : Ya ga pinter banget tapi juga ga lemot banget miss. (I was in the middle.)*
- R : Berarti ayu juga males kerja sama teman teman yang kurang dong? (Do you hate working with your annoying friends?)*
- S : Iya. Abisnya mereka ga mau kerja. Main sendiri miss. (Yes. They did not want to work because they always play as they liked.)*
- R :Kalo miss besok ngadain aktifitas yang seru kamu mau berpartisipasi?(If I conduct an interesting activity next time, would you like to participate?)*
- S :Mau dong miss, biar saya juga bisa latihan ngomong Bahasa Inggris. Males ngerjain soal terus.(Yes I would love to. I hope I can practise to speak English. I hate to answer the tasks all the time.)*
- (Appendix B: Interview transcript 8)

Based on the problems above, the researcher and the English teacher formulated some actions to overcome the problems. Having discussed and

considered the limitation of time and energy, the researcher implemented jigsaw technique in the teaching and learning process especially in speaking. This technique is appropriate for the situation since jigsaw is an interesting technique that could maximize the students' speaking ability, their participation and their confidence in speaking English.

B. The implementation of the actions

1. Cycle 1

a. Planning of Cycle 1

The researcher planned to do the pre-test and the post-test and the implementation of discussions activities using jigsaw which would be applied in Cycle I. The pre-test was conducted to gain the information about the students' speaking ability before the action, while the post-test was conducted to gain the information about the students' speaking ability after implementing the action. The pre-test and the post-test were important to know the improvement of their speaking ability before and after the research.

There were some actions that should be planned to the teaching learning process in the cycle. The actions should improve the students' speaking skills, such as the use of appropriate materials for teaching speaking, the interesting speaking activities, the improvement of the students' confidence in speaking and the students' involvement in the classroom activities maximally.

Considering the problems identified above, the researcher and the English teacher planned some actions to solve the problems. The actions are explained as below:

1) First meeting

Building the students' vocabulary and pronunciation ability is related to the materials to enrich their knowledge. As we know from the identified problems above, the students lacked vocabulary and pronunciation. The researcher planned to build the students' vocabulary and pronunciation ability that was suitable to the material.

In the first cycle, the students learned about the descriptive text. The researcher would present some material about the descriptive text in order they could understand the text clearly. She also had to prepare many examples of the text and some tasks to enrich the students' knowledge of the text.

The last was assisting the students to be familiar with the descriptive text components. There are some components of the descriptive text such as the use of the present tense, the adjective, and the generic structure of the text. When they got familiar with them, they could easily produce the text.

2) Second meeting

Reviewing materials for the second meeting was needed to remind the students about the materials that they had learned before. This activity also helped them to understand more. If they were confused with the explanation from the last meeting, by reviewing the materials they could understand the explanation better.

Applying jigsaw in the teaching and learning of speaking became the next activity of the second meeting. The main activity of this cycle was implementing jigsaw for improving the students' speaking skills. Because this was the first time the students used jigsaw as the activity, the researcher planned to do the warming up of the jigsaw activity as the introduction. They would do a group discussion first, and then they could get through the simple jigsaw activity for the next meeting.

3) Third meeting

The first activity for the third meeting in Cycle 1 was reviewing materials and discussing the activity from the second meeting briefly. The students needed to remind about their materials and the activity in order they would remember it and do better than before. They could reflect their activity before, so they would not do the same mistake.

Then the next activity was applying jigsaw in the teaching and learning of speaking. The last activity of the last meeting was the same as the third meeting. What made this activity different from before was the students' understanding of the jigsaw activity. The task would be a little difficult because the researcher believed that the students needed something challenging. When they know how to play in the jigsaw activity, they would do better.

The researcher had discussed some important points to be applied in the research and this point would be implemented in every meeting in each cycle. The implementation is explained below:

1) Using classroom English

In this research, the researcher acted as the English teacher. She dominated the teaching learning process in the class. The English teacher, as her collaborator, helped her to observe the class and evaluate the process.

The researcher tried to use English in almost all of the activities in the class. She hoped that the students would accustom their self to English and it could help them to practice because they were familiar with the language. The activities started from greeting, opening the lesson, delivering the material, giving feedback and closing. Even though English was used during the teaching learning process, the researcher would conduct the repeating and the translating session for some of the sentence that they did not understand.

2) Implementing jigsaw in the teaching learning process

This research used jigsaw to improve the students' speaking ability. The researcher used jigsaw because she believed that the activities using jigsaw are interesting. The students were expected to enjoy and have a high participation in these activities.

Jigsaw is a technique that helps the students to work well in group. It is a communicative activity and the essential aim of it is communicative competence. The students were expected to communicate actively and communicatively during the teaching learning process. It was also expected to improve the students' speaking ability, not only in fluency but also in accuracy.

This technique uses sequence flash cards as the media. It concerns on group discussion and individually participation in the group. Jigsaw lets the students to have a high part in their group, so all of the students should participate to get the success of the group.

Based on the interviews and the observations, there was a gap among the students. The gap between the clever students and the low students happened during the teaching learning process. The clever students always dominated the class and did not give the low students a chance to speak.

By using jigsaw, the students have to work in groups. Each of them has their own part to define the success of the group. So they have to participate and take individual responsibility. They also have a chance to speak in expressing their idea in the group discussion.

One of the important parts of jigsaw was group discussion. The students were expected to discuss in group in order they can express their idea, work together to get the goal of the discussion. In a jigsaw, there were some sub-groups and main-groups. The class was divided into some main-groups, and then they were divided again into sub-groups. In the sub-groups, they discussed the pieces of the picture puzzle. When they had done discussed it, they go back to the main-group to arrange the flash card into the correct order.

The researcher believed that group discussion was very important to the teaching learning process because the students could express their ideas, share their knowledge, and discuss to solve the problem. It helped them to express

freely because they worked with their own friends so they would feel easy and comfortable. It also gave them the opportunity to help each other to correct their mistakes in the lesson or activities.

3) Improving the students' confidence by presenting their result of the discussion in front of the class

In the end of the meeting, the students were asked to present their discussion result in the front of the class. The researcher believed that presenting the result in front of the class in group could improve their confidence in the public speaking. Even though they were in group, each of them had to speak. Firstly, they presented the result of the sub-group discussion individually because each of them had a different result. The last, they presented the result of main-group discussion.

When the students presented the group discussion result, the researcher could see the difference in the result of every group. In order the class would not be messy when they presented in front of the class, the other students were let to ask some questions related to the discussion to the group which was presenting their result.

b. Actions and observations of Cycle 1

Action of Cycle 1 was conducted in three meetings. The first meeting was on April 11th, 2013; the second meeting on April 17th, 2013; and the third meeting was on April 18th, 2013. This cycle was focused on improving the students' confidence and enriching their speaking ability.

The actions were focused on implementing the jigsaw activity. The researcher implemented the actions and the English teacher, as the collaborator, observed the teaching learning process. The data were collected from the observations and the interviews.

The description of the process in the teaching learning process would be explained below.

1) First meeting (Thursday, April 11th, 2013 : at 07.00 until 09.00)

The first meeting was on Thursday, April 11th, 2013. The VII.7 class had the English lesson in the morning at 7 a.m. The researcher and the English teacher entered the class together. After greeting the students, the English teacher took a chair in the corner of the class and then did some work with the observation paper. She let the researcher take the time. The researcher opened the class by praying and then checking the students' attendance.

The researcher asked the students' opinion about her physical appearance. For the first time, they were silent. No one gave responses to her. Then she changed the question into yes/no question. "Am I short?" they answered "no", "Am I fat?" they replied "not really". They hesitated to answer the questions because they looked afraid of saying the truth to the researcher.

Then she asked one of the students to come in front of the class. She asked the students to give their opinion about their friends' physical appearance. The class

started to be interesting because almost all of the students were excited to give their opinion. They gave their opinion in words, not in complete sentences.

When the researcher asked them “What do you think about Adi’s physical appearance?” Most all of their answers were “tall”, “black”, and “use glasses”. They were brave enough to express their opinion because they were talking about their friends. She asked them “Is there any opinion about Adi?” They said “No.” Then she wrote down some adjectives that described Adi’s physical appearance. At the first time, they were unfamiliar with the words. They asked their meaning, but she did not answer directly. She suggested them to look for the meaning in the dictionary.

The researcher then asked the students what they had done before. She explained that just now, they were describing people’s physical appearance. Then she asked them questions on how to describe something. They have various opinions in describing something. She showed some examples of descriptive texts and asked them to analyze the text together. For the first text, she and the students analyzed together, but for the next text, she asked them to try to work in pairs.

The next activity, the researcher told that they would write a letter to their friends who lived in Semarang. The friend asked them to describe their classmates. They had to make a good descriptive text about that. Today they would not play a Jigsaw activity. The researcher just wanted to make a warming up of group discussions. Below was the explanation of the task.

GROUP TASKS: DESCRIPTIVE TEXT ABOUT MY CLASSMATES

Toni is a student of SMP 2 Blora and now he is in VII.7 class. He has a close friend who has moved to Semarang, but they still keep in contact each other. Her name is Anna. Both of them are in VII class. In the last letter, Anna asked him to tell some of his classmates because she was curious with Toni's friends.

Toni agrees with Anna's request and then he asks 4 of his friends to lend him their students' ID cards. Can you help Toni to describe his friends' physical appearance according to the picture of the ID card? You are also Toni's classmates so you know them really well.



Do the task in groups. There should be 4 big groups. Each group has to describe one of the students' ID cards.

(Appendix E: Unit 1, Task 5)

The researcher divided the students into 4 groups and then she gave each of the groups a student's ID card. The task was describing the person in the student's ID card. They could add some information displayed in the card. They had to make a description text correctly according to the example of the text.

They were excited to do the task until the discussing time was up and they had to present their work in front of the class. When one of the groups was presenting,

the class was noisy. The researcher asked them to be silent but not for a long time they got noisy again. The class ended when the bell rang and she closed the meeting by praying.

2) Second meeting (Wednesday, April 17th, 2013: at 07.00 until 08.20)

The next meeting was on Wednesday, April 17th, 2013 and it was the second meeting of Cycle 1. The researcher entered the class at 07.00 and opened the class by praying. After checking the students' attendance, she asked about the last materials in the last meeting.

The last meeting talked about the descriptive text. She and the students reviewed the descriptive text and the last activity. The students still remembered about the text so she just reviewed briefly and got through to the next activity.

The researcher asked them about the jigsaw activity, but none of them knew about it so she explained to them what jigsaw is. They seemed excited with the activity and then she said that they would do a jigsaw activity of the descriptive text.

The researcher divided the class into 7 groups. She explained the rules and told that there were 4 photos of their teacher. They had to describe their physical appearance and then find their similarities as the case to discuss.

JIGSAW TASK OF DESCRIPTIVE TEXT: OUR BELOVED TEACHER

Maya is a student of SMP 2 Blora. While she studies in this School, she has 4 favorite teachers. She wants to tell to her parent about her favorite teachers.

Can you help her to describe her favorite teacher? As the students at the same school, you also ever meet those teachers. Don't you?

To make your work easier, below are the pictures of each teacher. Actually Maya has the reason why she likes those teachers. They have similarities. In the sub-group, discuss the physical appearance of each teacher and in the main-group, discuss the similarities of those teachers. The similarities can be their physical appearance, their master of subject, or any other similarities.



(Appendix E: Unit 2, Task 5)

There were 7 groups; each of group consisted of 4 students. Each of them should count from 1 to 4, and then they made a sub-group according to the number. There were 4 sub-groups that consisted of 7 students. The researcher gave them one of the teachers' photos and then they were asked to describe it.

The researcher gave 20 minutes to work in the sub-group. When they had done in the sub-group, they returned to the main-group and then told their result of sub-group discussions each of the students report their discussions individually because the result were different. When they were done reporting, they went to the next problem: find the similarities of the four teachers.

The time for discussing was up and they had to present their result of the discussion. The group came in front of the class and then they described each of the teachers' photos individually according to their part in the sub-group. After

that, they presented the result of the main-group's discussion about the similarities of the four teachers. Their result was different but it made sense.

Even though the result was different, none of them asked a question to the presenting group related to their presentation. They were just busy with their preparation in presenting the result so they did not pay much attention to their friends' presentation. The class ended when the bell rang at 08.20 and they closed the class by praying.

3) Third meeting (Thursday, April 18th, 2013: at 07.00 until 09.00)

The last meeting of Cycle I was on Thursday, April 18th, 2013. The topic for the meeting was family and the class would talk about family tree. The researcher chose the topic because she believed that the students would enjoy when they talked about people around them.

Before going on to the jigsaw activity, she asked the students about their last activity. Some of them started to give their opinion confidently and the rest just grumbled. She gave a brief review about the last material to remind them not to forget the generic structure of the text.

She said to the students that they would play with the jigsaw activity again. She explained the topic briefly and then explained the activity that they were going to do. The students were curious and excited with the activity.

<p>JIGSAW TASK OF DESCRIPTIVE TEXT: RADIT'S FAMILY TREE</p>

Radit has homework of his social subject to make a family tree of his own. Then he asks his father to help him to make it. His father agreed to help him but he will draw the tree in separated paper. He wants Radit to arrange those pictures into correct pictures so Radit can describe their family tree well.

In your sub-group, you can help Radit in describing each of his family members. When you have done, back to your main-group to arrange the pictures into a good picture and then decide the position of each people in the picture. You may add some information according to your group discussion.



(Appendix E: Unit 3, Task 5)

The researcher said that they had 4 flashcards; it was about a family tree. The card was a piece of a family tree. In the sub-group, they would discuss the picture of the flashcard itself, and then in the main-group, they would arrange the flashcards into good picture of a family tree and then they had to describe it.

The students knew what they had to do since they ever had the activity the last meeting. The researcher still had to drive the class in order they did the correct instructions. There were only some students who were still confused with the activity.

There were 2 hours full for English lesson in the schedule so the teacher gave them much more time to discuss. She also believed that if they were given endure time, they would pay much more attention to their friends' presentation. In reality,

they were still busy with their own work when their friends were presenting the result.

c. Reflection of Cycle 1

After implementing the actions, the English teacher and the researcher did some reflections. The reflections were based on the observations during the teaching and learning process, the students' opinions, comments, and suggestions from each research member. The following descriptions were the result of the reflection.

1) The use of English classroom during the teaching learning process was effective

The researcher always used English during the teaching learning process and in every activity so the students were familiar with it. She spoke English to them every time and it made them have to answer it in English too, even though they were a little bit shy to speak it. They tried their best to speak English during the teaching learning process.

At the first meeting, the students' response to the classroom English was not good. They looked unfamiliar with the language and when the researcher explained the material, she had to repeat more than once to get their understanding. She sometimes translated it into Bahasa Indonesia if they were really confused. It can be seen in the vignette below:

Meeting : 1st (Wednesday, April 11th 2013)

Peneliti menjelaskan tentang present tense lalu memberikan beberapa contoh penggunaannya dalam beberapa kalimat. "Present tense is the form of a verb that expresses an action that is happening now or at the time of speaking. Do you get it?" namun semua siswa diam dan tidak merespon. Lalu peneliti bertanya lebih lanjut. "Is there any question?" siswa tetap diam dan tidak merespon. Hanya beberapa yang menggumam tak jelas. Peneliti kemudian menjelaskan sekali lagi pengertian tentang present tense namun tetap tidak ada respon. Akhirnya peneliti berkata "Should I use Bahasa Indonesia?" then they said "Yes." Peneliti lalu mengulang dari awal penjelasan mengenai present tense menggunakan Bahasa Indonesia.

(The researcher explained about the present tense and then gave some examples of its use in a few sentences. "Present tense is the form of a verb that expresses an action that is happening now or at the time of speaking. Do you get it? "But all the students silent and did not respond. Then the researcher asked further. "Is there any question?" Students remained silent and did not respond, only a few who mumbled incoherently. The researcher then explained once again the notion of the present tense, but still no response. Finally the researchers said "Should I use Bahasa Indonesia?" Then they said "Yes." Researchers then repeat from the beginning an explanation of the present tense in Bahasa Indonesia.)
(Appendix A: Field note 6)

In the last time at the first meeting, the researcher asked the students why they seemed afraid to speak in English during the class. They also had difficulties in understanding the language. They said that they were not used to the language yet because they usually used Bahasa Indonesia in everyday meeting.

Then the researcher said that in the next meeting, she would use English during the class. She explained that the use of English could help them to be familiar with the language so they would be able to understand and even respond in English. She also hoped that they would be brave in speaking English and not afraid of making mistakes. She liked the students to speak English in a word better than kept silent or used Bahasa Indonesia all the time.

In the next meeting, the second meeting of Cycle 1, the students gave a better response to the researcher. Even though they just spoke a little or just a word, they seemed to try to use English in the class. When she reviewed the last material, they could respond it in English. “Do you understand about my explanation?” they said “Little, miss.” “Should I repeat it?” they answered “Yes, miss.” Then she repeated it for many times to get them understand.

The researcher liked to repeat the explanations in English many times better than to explain it in Bahasa Indonesia. She believed that it was good for their understanding. She also believed that the students had tried to be good in the class since they answered her questions even though in words rather than just be silent and smiled.

In the last meeting of Cycle 1, the students showed their progress. They were not afraid of asking a question to the researcher. “Miss, how to ask people work?” Actually they wanted to ask someone’s occupation. Then she gave a little explanation. “When you want to ask someone’s occupation, you can ask: what do you do?” He did not get the point yet and asked another question: “How about his father’s work?”.

The students wanted to prepare a good question for the group who was presenting in front of the class, but they still felt afraid of making mistakes. So they asked the researcher first. In this meeting, some of the students were braver to speak in English.

2) The jigsaw technique pushed the students to speak up and participate in the activity

The individual participation defined the success of the group. They believed that they also had a big part in the group. So they pushed themselves to work better in the sub-group and in the main-group.

At the first meeting, the students only had a group discussion. The researcher believed that it was the beginning of the jigsaw activity. The group discussion was a warming up for them to the jigsaw activity. She wanted to know their ability to work in a group discussion. This beginning activity also helped her to make the next decision about the material and the activity that they were going to learn.

The students said that sometimes they had a group discussion. There would be a half of the students who really work and the rest just annoying. It can be seen in the interview transcript below:

- R :Dek Arum, di kelas Bahasa Inggris apa pernah ada diskusi kelompok? Bagaimana kegiatannya? (Arum, have you ever had any group discussions during the English class?how its activity?)*
- S :Iya miss, bu guru terkadang mengadakan diskusi kelompok, tapi hal itu kadang menyebalkan. (Yes, miss, the teacher sometimes hold a group discussion, but it is sometimes annoying.)*
- R : Kenapa? (could you tell me why?)*
- S :Abisnya yang kerja itu Cuma sedikit yang lainnya cuma main main. (There just little students who really discussed and the rest just play)*
- R :Lha memangnya tidak ada yang dikerjakan dalam diskusi? (Was there nothing to discuss?)*
- S :Ada si miss, tapi kita lebih suka mengerjakan sendiri, biar lebih cepat. Menunggu yang lainnya tidak bakal bisa selesai. (There was, but we prefer to work alone, though more quickly. If we wait for the other was not going to be finished.)*
- R :Itu namanya kerja individu dong bukan kelompok? (That was called an individual work, not a group discussion.)*

- S :Lha mau gimana lagi miss. Daripada tidak selesai. Nanti kita sendiri yang serius tetap dapat hukuman dong. (We could do nothing miss. If we fail to do the task, we would get the punishment even though we did it well.)*
- R :Lalu hasil akhirnya? Berarti yang ga kerja Cuma numpang aja? (How about the result? They did nothing but get the same mark?)*
- S :Iya miss. Biasanya hasilnya sama. Sebenarnya kami juga ga terima soalnya yang kerja sama yang ga kerja dapat nilai sama. Makannya saya ga terlalu suka diskusi kelompok. (Yes, miss. Usually the result was the same. Actually we could not accept the same result. That was why I did not like the group discussions.)*
(Appendix B: Interview transcript 9)

From the interview transcript above, the students did not really like to work in groups. They thought that it was useless because in the end they would work individually. It was reflected in the first meeting. When they worked in group discussion, some of them did the task seriously, and the rest just play.

In the second meeting, the researcher tried to implement the jigsaw activity. She explained the role to the students. She said that it looked like a group discussion but it had different specific roles. After listening to the researcher's explanation, they were curious with the activity, especially for the individual participation.

The first time the students had a jigsaw activity, they were still confused in applying the role. The students, who always played when they had a group discussion, did not pay much attention to the instruction. When they were in the sub-group, they did not participate in the discussion. So, when they went back to the main-group and they had to report their sub-group result, they knew nothing

and could not give any report to the main-group. As a result, that group got a low score because their report was different from the discussion.

In the third meeting, the students have understand with the jigsaw role and they tried to do their best. The trouble maker students also tried to participate to the discussion. It can be seen in the interview transcript below:

- R :Pandu, miss lihat tadi di kelas kamu lebih kelihatan agak serius dan tidak begitu ramai, kenapa? (Pandu, I saw today in the class you seemed a bit more serious and not so annoyed, why?)*
- S :Pengen mengikuti diskusinya biar ga ketinggalan miss. Soalnya kemarin aku ga enak sama teman teman. Aku yang bikin kelompokku kalah. (I want to follow the discussion in order I did not leave behind Miss. I have a bad feeling to my friends. I make my group lost.)*
- R :Menurutmu begitu?berarti hari ini kamu ikut berpartisipasi dong ya. (Do you think so? You participated today, didn't you?)*
- S :Sedikit miss. Soalnya aku juga pengen bisa nyampeke hasil diskusinya itu ke kelompokku miss. (I do participate to the discussion a little miss. I do want to deliver the result of the discussion to my group, miss.)*

(Appendix B: Interview transcript 12)

3) The group discussions helped them to speak confidently

In a group, the students shared and expressed their opinion in front of their friends. They like to speak to their friends better than to speak to their teacher. When they did group presentation, they came in front of the class in a group. It made them more comfortable than being alone because they support each other so they can speak well.

The students, who were shy, actually prefer the group discussion to individual work. Even though they had to interact with other students, they would be more

comfortable and confident when they worked in a group. They thought that it was easier to speak to their friends than to speak to their teacher individually. The transcript below showed their thought:

- R :Dewi suka kerja kelompok apa sendiri sendiri? (Dewi, do you like to work in group or individually?)*
- S :Kelompok miss, soalnya saya anaknya nggak pede, jadi kalo di kelompok kan ada yang mewakili untuk presentasi. (I would like to work in group. I have a low self-confident, so when we have to do a presentation, there will be someone who became the representative)*
- R :Kalo ngga pede, berarti gak pede juga ngomong di depan teman?(It means that you are also not too confident to talk in front of friends?)*
- S :Kalo cuma sekelompok kecil saya masih berani miss, tapi kalo ngomong sendiri dilihatin sekelas saya takut. (If only a small group of friends I am still confident, but if talking in front of the class I have no confidence.)*
- R :Lah pas jigsaw kan tetep maju presentasi di depan kelas?(In the Jigsaw activity you also have to do a presentation)*
- S :Iya. Sebenarnya saya juga malu, tapi ada Arum yang bantu saya miss. Kalo saya udah berhenti ngomong di tengah jalan, dia di samping saja mbisiki. Saya jadi ingat lagi trus kebantu ngomongnya. (Yes. Actually I was too embarrassed, but there is Arum who helped me. If I stopped talking in the middle of the presentation, she whispered the sentence. So I remember the sentence I miss.*
- (Appendix B: Interview transcript 13)

The interview transcript above showed that the students helped each other in group discussion. They also support their friends to do their best so their group can be the winner. They enjoyed the activity and could actively participate in the teaching learning process.

The researcher had tried to do her best in implementing the action in Cycle 1. However, she still found some problems during the teaching learning process. They were:

1) The small main-group and the big sub-group had caused some of the students to do the task as they like

In the main-group, there were only 4 members but they have to solve the group problem. It made the discussion run difficultly to do since there was no much time left. In the sub-group, there were 7 students each but the task was just describing a thing. This situation caused a mess because only some of them worked on the task.

2) The students brought their note when presenting the result of the discussions

The researcher asked them to write down the point of the discussions but many of them wrote down the entire sentence of the result. So when they did the presentation, they were not speaking up but reading a note. She had asked them to put it down but they still read it.

3) The students gave less focus on the groups' presentation

When one of the groups was presenting their result of the discussion, the other groups did not pay attention to the presenting group. They were busy with their

own preparation. No one of the students responded to the researcher's order when she asked them to ask some questions or give their comment.

4) The students spoke in their mother tongue when discussing in the group

The researcher found that many of the students spoke in their mother tongue. They just spoke English when she looked around to monitor the discussions. When she did not pay attention to them, they spoke Bahasa Indonesia and Javanese language.

Some of the problems above were important to be solved. The researcher and the English teacher had discussed the problems and tried to get the best solution. The solution of the problems would be planned and implemented in the action of Cycle 2.

2. Cycle 2

a. Planning of Cycle 2

As stated in the reflection in the first cycle, it could be concluded that there were many problems found in the first cycle. They were:

- 1) The small main-group and the big sub-group had caused some of the students to do the task as they like.

- 2) The students brought their notes when presenting the result of the discussions.
- 3) The students gave a little attention to the groups' presentation.
- 4) The students spoke in their mother tongue when discussing in the group.

Based on the problems above, the English teacher and the researcher agreed to plan some actions for Cycle 2. Some of the action plans were continued and the others were revised in Cycle 2. This cycle focused on making the students get involved and actively participate in the English teaching and learning process. It also focused on the interaction between the teacher and the students and among the students. The action plans for Cycle 2 were as follows:

1) Using classroom English effectively and minimizing the use of Javanese language and Bahasa Indonesia in the English teaching and learning process

In the first cycle, the classroom English run effectively enough. In the second cycle, the resercher would use English frequently to make the students more familiar with the classroom English.

2) Implementing jigsaw in the teaching learning process

The researcher and the English teacher planned to implement the jigsaw activity intensively. Based on the activities in the first cycle, Jigsaw was not fully effective because the students were still unfamiliar with the technique. In this cycle, Jigsaw would be implemented in every meeting.

3) Applying a small sub-group discussion and a big main-group discussion

In the first cycle, the students had a big sub-group discussion and a small main-group discussion. The grouping technique in the first cycle was not successful so in this cycle the researcher planned to change it.

The researcher changed the grouping order from the big sub-group into a small sub-group, and the small group to a big group for the main-group. In the sub-group they only discussed one simple problem so they did not need many opinions. They also have to concern on the result in the sub-group in order they could tell it to their friend in the main-group. The main-group need a bigger member because in this group, they have to shared the information from the each sub-groups and they have to discuss the conclusion and final result.

4) Improving the students' confidence by presenting their result of the discussion in front of the class

Presenting the result in front of the class was effective for the first meeting. The researcher and the English teacher planned to continue this action. They expect that the students would improve their self-confidence better than before.

5) Using appreciation and reward to motivate the students to be active in the teaching and learning process

The aim was to minimize the students' disruptive behaviors when they worked in groups. Based on the reflection of Cycle 1, it was found that group work did not run smoothly yet. It was because there were some students who were passive during the activity. Therefore, in this cycle, the researcher and the English teacher applied appreciation and rewards to motivate them to get involved.

b. Actions and observations in Cycle 2

The action of Cycle 2 of the research was conducted in May. The first meeting was on May 1st, 2013, the second meeting was on May 2nd, 2013 and the last meeting was on May 8th, 2013. The topics were breakfast menu, building a house and shopping online. The students were expected to learn and talk about the procedure and the steps on how to do something.

1) First meeting (Wednesday, May 1st, 2013 : at 07.00 until 08.20)

The first meeting of Cycle 2 was on Wednesday, May 1st, 2013. The researcher and the English teacher entered the classroom at 7 a.m. The class was very noisy, and then she asked them to be quiet. After greeting and leading the students for praying, she called one of them. She asked her to close the door. "Della, would you mind closing the door?" then she asked the other students to do

some actions such as cleaning the board, switching on the fan and opening the window.

When the students finished doing the researcher's order, she said, "What had I ordered to you?", and then they answered, "To close the door, miss", "To switch on the fan, miss". And she asked more: "Did you know the purpose of my order?" They answered "to order us to do something". She said that they had learned the imperative sentence just now and they would learn more examples of imperative verbs and their functions.

The researcher showed a video about how to make cup cakes. When the video has ended, she asked "Are there any imperative sentences? Can you find them?" the students answered "Yes" and gave some examples "Put the flour into the bowl", "mix the eggs", and the other; and then she asked "What about the material? Can you mention it?", "How about the steps?", "Do you know how to identify the steps?" They answered enthusiastically and answered almost all the questions.

The researcher explained that they were about to learn the procedure text. To create a procedure text, they need some information such as materials and steps used. They also need to add some temporal conjunctions to indentify every step. In the procedure text, they use some imperative verbs to explain some actions as the steps. After analyzing a procedure text together, the researcher asked them to work in pairs and analyze some different procedure texts.

In the next activity, the researcher gave them a group discussion task. The task was about the breakfast meal. They were given some meal's picture and decide the appropriate meal for their breakfast. They had to work in the sub-group to discuss a picture of meal then go to the main-group to discuss the appropriate meal. Below was the explanation of the task.

JIGSAW TASK OF PROCEDURE TEXT: BREAKFAST MENU

Below are the pictures of some breakfast menus. This morning, your parents have to go to work earlier and they ask you to make breakfast by yourself for you and your little sister. Choose one of the pictures you like. Remember, your little sister hates to have eggs for her breakfast and she likes fresh meal.



In your sub-group, discuss one the picture above (the researcher will give a different picture to each sub-groups). Discuss the materials needed and the steps to make it. Then, go back to your main-group to discuss which one of the best meal for your breakfast according to the clues.

(Appendix E: Unit 4, Task 5)

The students were divided into seven sub-groups. The researcher gave one different pictures to each group. They were asked to discuss the materials needed and the steps on making the meal. They did the task easily because they said that they ever made those meals.

When they were done in the sub-group, they formed the main-group. Firstly, they told to their group about the meal that they discussed in the sub-group individually. Then the researcher gave them the main-group task that had to be solved. Finally, their task was discussing the most appropriate meal for him/her and his/her sister.

There were many opinions of the result of the task. When the researcher looked around to see their discussion, all of the students gave their opinion enthusiastically. It means that they really enjoyed the activity.

When the time was up, they had to end the discussion and present the result. They had to present their sub-group discussion individually before going to the result of the main-group discussion. In the end of the presentation, the researcher would call one of the students to ask the presenting group a question related to the result of the presentation.

The researcher conducted a new rule to prevent the class to be noisy during the presentation. The students would give much more attention to the presenting group when they had to ask them a question. This rule was proved since it could make them a little bit quiet.

The class ended when the bell rang at 08.20. The researcher closed the lesson by praying and she said goodbye to the students. They seemed disappointed when the class should end, but the researcher told them that they would have more interesting activities in next meeting.

2) Second meeting (Thursday, May 2nd 2013 : at 07.00 until 09.00)

The second meeting was on Thursday, May 2nd 2013. The researcher came alone to the class without the English teacher. She said that the English teacher had a business and she could not come to the class on that day. The researcher led the students to pray and then opened the class.

The researcher asked them about the last material. The students explained to her that in the last meeting they had a procedure text discussion. They also told about the activity on the last meeting. She asked them about their opinion and they said that it was fun. They wanted to have such the activity again because it was interesting. She promised that they would have an interesting activity today but she would like to review the material to get their understanding about the procedure text.

The researcher reviewed the last material by presenting the example of the procedure text. She asked the students to show her the materials, the imperative verb, and the temporal conjunction that indicated the steps. They could show the correct answers without any difficulties.

At first, the researcher asked them about the function of the procedure text. They said that the procedure text was the text about how to make something, like food. It seemed that they thought that the procedure text was only used for making food. Then she explained that the procedure text was not only used for making food but also for another thing that had steps.

That day they would have another jigsaw activity about the procedure text. The researcher said that they would help papa bear in building a house. They had to explain the steps with correct time sequences in order the papa bear could build his house.

THE JIGSAW TASK OF PROCEDURE TEXT: BUILDING PAPA BEAR HOUSE

Papa bear plans to build a house. He wants everybody in the family to help him. He plans to start the work on Monday and finish on Saturday. Below are the pictures of the steps for building the house. Help papa bear to arrange the pictures into the correct order. Add some temporal conjunctions to indicate every step to make papa bear's work easier.



The materials needed:

Some lodges, stones, roof, paint. (You may add other materials)

In sub-group, you have to discuss each picture. After that, conduct some main-group that consists of 7 students in each group then discuss the correct steps in building a house. You just concern on the steps since the materials have been mentioned above. Remember, a procedure text should consist of some components such as the materials, the steps and the temporal conjunction.

(Appendix E: Unit 5, Task 5)

The students would work in the sub-group to discuss one of the pictures. They had to explain what the picture talked about. In this activity, they just discussed the steps, because the material had been mentioned before.

In this activity, they had some difficulties in producing sentences. They were unfamiliar with the words used. Then the researcher asked them to look for them at the dictionary. That day they had learned many new vocabularies related to the topic.

The students could do well for the group discussion. When the time was up and they had to present the result of the discussion, no one came to the front of the class. They said they wanted to practice more. The researcher had already given them much more additional time to prepare, so she asked them to present the result of the discussions.

Then one of the groups was ready to present. They explained the pictures very details so they faced some difficulties in expressing the result. The researcher then asked the other students about their result whether they do the task like the presenting group or not. Almost all the groups said “Yes”. She understood the situation and then allowed the presenting group to continue their presentation.

When all of the students had presented their result of the discussion, the researcher explained that there was a misunderstanding with the instruction. That day they had a procedure text, not a descriptive text. Actually they were very good in presentation, but the result was too detail and they left the essentials of the procedure text.

The researcher praised them and told them that they had a high imagination and interpretation. They understood their mistakes but they did not feel ashamed of making mistakes. Then they said to her that they would pay much more instruction to the next task.

The bell rang at 9 am and the researcher closed the meeting. She said that in the next meeting they would have an interesting activity related to the social media. The students were attracted but they had to wait until the next meeting. She closed the meeting by praying.

3) Third meeting (Wednesday, May 8th 2013 : at 07.00 until 08.20)

The third meeting of Cycle 2 was on Wednesday, May 8th 2013. It was the last meeting of the cycle and also the last meeting of the research. When she entered the class, the students looked very happy. They answered her greeting loudly and enthusiastically.

As the researcher had promised, today they would have an interesting jigsaw activity about the procedure text. Before going on to the task, she asked them about social media. “Do you have a social media?” and all of them answered “Yes.” Then she asked, “What kind of social media do you have?” their answers

were varied. Many of them had Facebook, Twitter and even Blackberry Messenger. “Do you know another function of those social media? Beside its general function to communicate?” the researcher asked much more. They had different opinions, and one of the students said that they could use social media for shopping.

The researcher told that they would discuss online shopping on that day. Then she asked them again “Have you ever shopping online?” some of them kept silent but the other said “Yes.” She said that basically online shopping was the same as shopping in the store, but they did not meet face to face.

The task was about online shopping. In the sub-group, they would discuss the picture given by the researcher. The picture had a story and they had to discuss it. Then they would be back to the main-group and had a discussion about the steps in online shopping.

THE JIGSAW TASK OF PROCEDURE TEXT: SHOPPING ONLINE

Tiffany wants to shop on line, but this is the first time for her. Can you help her to explain how to shop online? Below are the picture steps of shopping online. The pictures were not in the correct order. You have to arrange them in the correct order and then tell her how to shop online in the appropriate way.





In your sub-group, discuss the picture story. The researcher would give you one picture of them and then you have to discuss the story in the picture. When you had done discussing in the sub-group, go to the main-group to discuss the correct sequence of the pictures. Do the task in the appropriate way. Remember, you will arrange them into the procedure text. There are some components of the procedure text that you may not ignore.

(Appendix E: Unit 6, Task 5)

The students were divided into seven sub-groups. The researcher gave one of different pictures to each group. They were asked to discuss the pictures. Although they have some difficulties because the picture gave a little clue, they still worked happily. They tried to interpret them.

When they had done with the sub-group activity, they formed the main-group. In the main-group, at first they had to report the result of the discussion from the sub-group individually. Then they discussed the main-group task: arrange the pictures into the correct order.

In this activity they had no meaningful difficulties since some of them ever tried to shop online. When the pictures were gathered together, they gave many clues. The students can arrange them easily.

The time was up and the students should present their discussion. Some of them presented the result correctly. They presented in the appropriate way such as

insert the material needed and the time sequence; although the other just presented the steps without inserting the components of a procedure text.

The researcher asked the students who did not insert the component, but actually they could answer her questions. They just did not pay much attention to the task's instruction and only did the steps. Almost all of them did the presentation well. There were many other students who asked some questions voluntarily.

When the bell rang, before closing the meeting, the researcher said that day meeting was the last meeting. The students seemed sad and she asked them to ask their teacher to do such an interesting jigsaw activity since they had understood the role. Then she closed the meeting by praying and saying goodbye.

c. Reflection of Cycle 2

After implementing the actions, the English teacher and the researcher did some reflections. The reflections were based on the observations during the teaching and learning process, the students' opinions, and comment. The following were the result of the reflection.

1) Using classroom English as much as possible was effective to familiarize the students with English

The use of classroom English has been implemented in Cycle 1 and the researcher still implemented it in Cycle 2. Based on the first cycle, the use of

classroom English was effective enough to familiarize the students with English and she wanted to know the improvement of the actions.

The second cycle of this research has showed that classroom English was very effective actions for the students. They were pushed to speak in English every meeting. Even though they sometimes got some difficulties to speak, they tried to do it well. It can be seen in the interview transcript below:

- R : Fanny, menurut kamu kalo setiap hari pake Bahasa Inggris gimana? (Fanny, what do you think if we use English all the time in the class?)*
- S : Agak sulit miss, soalnya aku ga terlalu ngerti. (I think that will be difficult for me. I do not really understand English.)*
- R : Tapi kamu sering lho tanya saya in English. (I thought you sometimes asked me in English.)*
- S : Iya, aku malu kalo harus tanya pake Bahasa Indonesia. abisnya miss jawabnya Bahasa Inggris terus si. jadi kalo mau tanya aku konsul dulu sama temenku. (Yes, I am shy when I should ask in Bahasa Indonesia because you answered it in English. so when I want to ask you, I discussed it with my friends.)*
- R : konsultasi? (Discussed?)*
- S : Iya. Pertama aku ngomong dulu pake Bahasa Inggris trus tanya dia bener apa engga ngomongku. Kalo dia ga ngerti ya pake Bahasa Jawa miss. Biar jelas maksudnya gitu. (Yes. At first I spoke in English and I asked them whether my English was correct or not, but when they did not understand my sentence I usually used Javanese so they could understand.)*

(Appedix B: Interview transcript 17)

The interview transcript above showed that the students had tried their best to speak in English even though in fact they still used Bahasa Indonesia and Javanese language in the conversation among them. They were familiar with English so they could produce the language better than before.

2) Using flashcards was effective for the students to improve their vocabularies

The main activities of this research used flashcards for the media. The flashcards helped the students to memorize new vocabularies since they contained some pictures that represented the forms of nouns, action verbs and adjectives. The students could guess the flash cards' stories by looking at them and they could give the explanation of them.

The use of colorful picture flashcards could make the students interested in doing the task. They also did not get bored easily because they thought that the flashcards were interesting. When they finished doing the task, they sometimes used their free time to play the flashcards and made their own story. It can be seen in the vignette below:

Meeting : 3rd (Thursday, April 18th 2013)

Saat peneliti mengatakan hari ini mereka akan bermain dengan kartu lagi, mereka sangat antusias dan meresponnya dengan teriakan kegirangan. Dan ketika peneliti sedang membagikan kartu bergambar, wajah mereka terlihat bersemangat dan sudah tidak sabar lagi untuk menerima kartu tersebut. Mereka ramai bertanya apakah yang akan mereka kerjakan hari itu, gambar apa yang akan mereka terima, dan cerita apa dibalik gambar tersebut.

.....

Waktu yang diberikan peneliti untuk siswa untuk mengerjakan tugas dalam kelompok sudah habis, namun ada beberapa kelompok yang meminta tambahan waktu untuk menyelesaikan tugasnya. Akhirnya peneliti memberikan tambahan waktu pada siswa yang belum selesai tugasnya, dengan catatan harus bertanggung jawab terhadap waktu yang diberikan khususnya pada siswa yang sudah selesai mengerjakan agar tidak ramai sendiri dan memberikan kesempatan pada temnannya yang lain untuk segera menyelesaikan tugasnya. Saat peneliti berkeliling, dia melihat beberapa siswa yang sudah selesai tugasnya namun tetap bermain

dengan flashcards tersebut dan setelah didekati, mereka membuat cerita sendiri mengenai gambar dalam flashcards. Mereka beralasan bahwa gambarnya menarik sehingga mereka ingin membuat cerita yang lain.

(When the researcher said that they will play with more cards, they were very enthusiastic and responded with shouted of joy. And while she distributed the cards, their faces looked vibrant and could not wait to receive the card. They crowded asked if they would do that day, what images they will receive, and what was the story behind the picture.

.....
The time given to the students to work on assignments in groups was up, but there were some groups who asked for additional time to complete the task. Finally the researcher provide additional time to them who have not completed their works, the records must be responsible for the time given in particular to them who have completed work on their own so as not crowded and provide opportunities for others friends to finish the job. When she get around, she saw some of them who had completed their works but still played with the flashcards and after being approached, they create their own story about the image in the flashcards. They said that the picture is interesting that they want to make another story.)

(Appendix A: Field note 8)

3) Applying a small sub-group discussion and a big main-group discussion was effective to help the students to work cooperatively

From the first cycle, the reflection had showed that the grouping technique was not effective. The big sub-group had caused much noise since they were just discussing a little problem and there were many members in the group. As the result, there were only some of them worked seriously and the rest just played. When in the small main-group, they got some difficulties because there some problems that should be solved but there were only 4 members in each of groups. They had to work harder to finish the task.

Based on those weaknesses, the researcher changed the grouping technique. She made the small one for the sub-group and the big one for the main-group. It proved effective for the discussion activity. It could be seen in the Vignette below:

Meeting : 4th (Wednesday, May 1st 2013)

Dalam sub-grup yang berjumlah 4 anak, mereka lebih intensif dalam berdiskusi. Grup yang kecil memudahkan mereka dalam menyampaikan pendapat sehingga dengan mudah dapat memperoleh hasil diskusi dengan cepat. Siswa juga mengetahui dengan pasti apa yang telah mereka diskusikan dalam sub-grup.

.....
Tiba giliran masing masing anak melaporkan hasil diskusi mereka saat di sub-grup. Kali ini mereka dapat menyampaikan hasil diskusi sub-grup dengan baik dan jelas. Setelah menyampaikan hasil selesai, mereka mendiskusikan tugas dalam main-grup. Karena mereka mengetahui dengan baik bagian mereka masing masing, mereka dapat menyelesaikan tugas main-grup dengan cepat dan tepat.

(In the sub-group consists of 4 children, they were more intensive in the discussion. The small group made the students easily obtained the results of the discussion quickly. They have to know exactly what they have discussed in the sub-group.

.....
 Each the students' turn is reporting the results of their discussion while in the sub-group. This time they were able to present the results of a sub-group discussion well and clearly. After delivering the finished result, they discuss the task in main-group. Because they know very well their respective parts, they can complete the task-group play quickly and precisely.)

(Appendix A: Field note 9)

4) **Using jigsaw was effective to increase the interaction among the students**

In the jigsaw activity, the main point of the activity was the students' participation and cooperation. To get the success of the group, every member of the group should be active and work cooperatively with other students. They had to discuss the task to finish it.

The good interaction among the students helped them to be braver. They could help and support each other in a group. Jigsaw made everyone feel that they had an important part in each section of the activity. When they told the result of the discussion, all members would listen to them carefully so they felt that they became the center of attention. It had forced them to do their best in participating with the activities.

The jigsaw activity reduced the gap between the cleverest students and the lowest students. This activity helped them to work cooperatively without considering those who were clever and those who were not. Every student had their important part in the group, so even the students who were not clever had their part in determining the success of the group.

The students helped each other in this activity. They knew their friends' weaknesses so they completed it with their ability. It could be seen in the interview transcript below:

R : Bagaimana kegiatan kelompoknya menurut kamu Pram? (What do you think about the discussion Pram?)

S : Lumayan miss, kita semua kerja jadi serasa punya peran masing masing. (So so, we all work together so we have our own part I the discussion.)

R : Apa masih ada yang ngga kerja di grup? (Is there someone who did not participate?)

S : Tetap ada si miss. Tapi biasanya kita tu maksa dia buat ngomong. Soalnya kan dia juga tau sesuatu yang engga kita tau waktu di sub-grup. (There is. We sometimes forced her to speak because she knew something that we do not know when she was in the sub-group.)

R : Apa dia bisa menyampaikan hasilnya dengan baik? (Did she can tell the result well?)

S : Ga terlalu miss. Anaknya pemalu banget. (Not really. She is a shy student.)

R : Apa kalian punya solusi buat mengatasi masalah seperti itu? (Did you have any solution for the situation?)

S : Iya kita coba pancing-pancing dia sama pertanyaan. Kayak nanya tadi tu dia di sub-grup ngapain aja, ngomongin apa. Nah itu kn dia ngomong dikit-dikit miss. Trus kita bantu dia buat ngrangkai katanya deh. (Yes, we kept to ask her questions, such what she was doing in the sub-group. she spoke a little and then we helped her to construct the sentence.)

(Appendix B: Interview transcript 18)

5) Giving appreciation and rewards could motivate the students to be active in the classroom

The researcher gave the students different scores depended on their participation in the group. Even though every student gave their participation in every activity, they got an extra score when they did good things. It made them highly motivated to do better in each activity since in everything they did they would get the extra score.

For the troublemaker students, there was no punishment. The researcher tended to give no punishment for them because she knew that it would not give them any value. They just did not get rewards and the extra score when disrupting the class. They would get punishment from their own friends because they were the reason why their group did not get any extra score. This condition forced them to not become troublemaker students.

C. General Findings and Discussions

1. General Findings

The students had shown their improvement of their ability in speaking after the actions were implemented. There were some aspects which indicated the improvement. The aspects are in the students' motivation, confidence, pronunciation, vocabulary, fluency, grammar and comprehension.

In the first cycle, the students' ability had improved, but there were still some problems had occurred. Therefore, the researcher and the English teacher decided to continue to Cycle 2. In the second cycle, their ability had improved in every aspect.

As a result, there were changes occurred during the implementation of the actions. The summary of changes had happened before and after the implementation of Cycle 1 and Cycle 2 can be seen in the table below:

Table 3: The Summary of Changes after the Implementation

Before the action were implemented	After the action were implemented	
	Cycle 1	Cycle 2
<ul style="list-style-type: none"> The students were still low in using vocabularies to create sentences. 	<ul style="list-style-type: none"> Only some students understand vocabularies to express ideas. 	<ul style="list-style-type: none"> More students could use vocabularies in expressing their idea correctly.

(Continued)

(Continued)

Before the action were implemented	After the action were implemented	
	Cycle 1	Cycle 2
<ul style="list-style-type: none"> Most students could not pronounce words correctly especially the words which end in suffixes 's', 	<ul style="list-style-type: none"> Some students improved in pronouncing words. Some of them could 	<ul style="list-style-type: none"> More students could pronounce words with the appropriate

<ul style="list-style-type: none"> • 'es', or 'ed' • The students mispronounced some words and used inappropriate intonation. 	<ul style="list-style-type: none"> • apply the appropriate intonation when speaking. 	<ul style="list-style-type: none"> • intonation.
<ul style="list-style-type: none"> • Most students made errors in using the present tense pattern to describe something. 	<ul style="list-style-type: none"> • Some of the students still made grammatical mistakes related to the word and sentences. 	<ul style="list-style-type: none"> • More students could recognize their mistakes and use the present tense correctly.
<ul style="list-style-type: none"> • Most students could not speak fluently. They tended to stop in the middle of the sentence for long. 	<ul style="list-style-type: none"> • Some students could speak fluently even though they used fillers such as er..er...ummm..umm almost all the time. 	<ul style="list-style-type: none"> • More students could speak fluently and reduced the fillers.
<ul style="list-style-type: none"> • Most students could not speak with appropriate content. 	<ul style="list-style-type: none"> • Some students improved. They could speak using appropriate topic. 	<ul style="list-style-type: none"> • More students could speak using an appropriate topic and they could develop their idea related to the topic.
<ul style="list-style-type: none"> • Most of the students participated a little in the teaching learning process. • The students were always noisy during the teaching learning process. • The students preferred to chat with their friends. 	<ul style="list-style-type: none"> • The students fully participated in the teaching learning process. • The students gave a little attention to the teaching learning process. • Some of the students still chat with their friends. 	<ul style="list-style-type: none"> • The students gave a high participation during the teaching learning process. • More students gave much attention to the teaching learning process. • Less students chat with their friends.

(Continued)

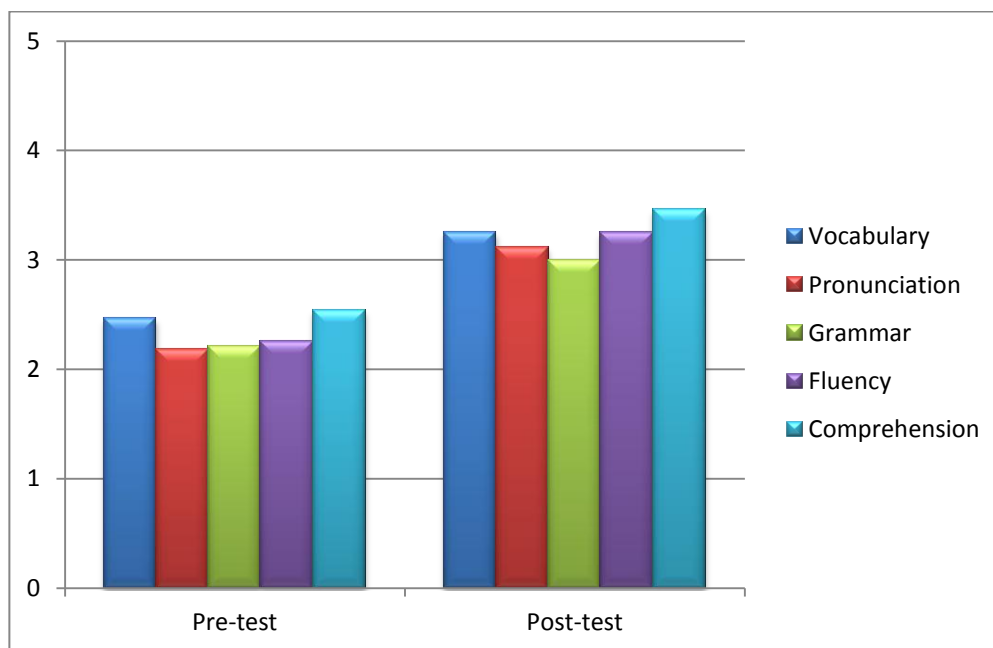
(Continued)

Before the action were implemented	After the action were implemented	
	Cycle 1	Cycle 2
<ul style="list-style-type: none"> • The students could not respond to the teacher in English. • The students could 	<ul style="list-style-type: none"> • Some students could respond to the teacher in English but in words, not in 	<ul style="list-style-type: none"> • More students could respond the teacher in English. • Most of them could

comprehend only a few instructions and conversations.	<ul style="list-style-type: none"> • sentences. • Some of them could understand the teacher's explanation even though the teacher should repeat it. 	understand the teacher's explanation or instruction in English without much explanation.
<ul style="list-style-type: none"> • The students had a little confidence in speaking English. • Most of them were shy and afraid of making mistakes. 	<ul style="list-style-type: none"> • Some of the students were braver to speak in English. 	<ul style="list-style-type: none"> • More of them were braver and more confident to speak in English.

Besides the summary in the table, the success of the actions was indicated by comparing the result of the pre-test and the post-test. The indicators of the improvement are the changes in pronunciation, vocabulary, grammar, fluency and the students' comprehension of the descriptive text and the procedure text. The result of mean score of the pre-test and the post-test can be seen in the chart below:

Figure 3: The Mean Score of Each Indicator in Pre-test and Post-test



Based on the chart above, there were improvements in each aspect of speaking ability. The improvements were on the students' ability in vocabulary, pronunciation, grammar, fluency, and also comprehension of the text. The description of the chart will be explained as below:

The mean score of vocabulary increased from 2.46 in the pre-test to 3.25 in the post-test. The improvements were marked with the students being able to understand many new vocabularies that they had learned although there were some students who still got some difficulties in word classes. They also could produce sentences using various vocabularies. In the percentage form, their vocabulary mastery had increased 15.71 % from 49.29% in the pre-test to 65% in the post-test.

In the pronunciation aspect, the students' mean score was 3.11 in the post-test. It means that the mean score of pronunciation had increased 18.53% from the

mean score result of the pre-test, 2.18. There were few students who still mispronounced some words and used inappropriate intonation. However, most of the students could pronounce the English words correctly.

For the grammar aspect, the pre-test mean score is 2.21 and the post-test mean score is 3.00. The students could produce the simple present tense and the imperative sentence correctly. Only some of them still made mistakes in word classes.

The mean score of fluency increased from 45% in the pre-test to 65% in the post-test. The students' ability to speak fluently has increased 20% during the research. They were fluent enough to speak without any hesitation since their self-confidence also increased. The group discussion in jigsaw helped them to speak freely. Although there were some of the students who were still used fillers in the middle of their speech, they could reduce their pauses in speaking.

The last aspect is the comprehension of the text. The chart showed that this aspect had improved 18.6 % from the result of the pre-test mean score, that was 2.54 to the result of the post-test mean score 3.46. The students could understand the structure of the text well and they also could conduct the discussion in line based on the topic. Most of them could tell a good descriptive and procedure text.

2. Discussion

The data from the observations and interviews showed that there were some problems has occurred in the teaching learning process. The students had some difficulties in the speaking ability. The difficulties were in pronuciation, vocabulary, grammar, fluency and comprehesion of the text. Besides those problems, they had some difficulties in their motivation to learn and also self-confidence to speak.

The researcher believed that Jigsaw could solve those problems. The role of jigsaw let the students participate in every activity so they could improve their ability. It would be implemented in every meeting of the research.

The following discussion explained the role of jigsaw in improving the students' speaking ability through the process of implementation:

The students did the acivity using flashcard in the jigsaw. Each of the flashcards told a story that related to each other. For the first cycle, the flashcards was about the descriptive text. In the first meeting, the flashcards were about identity cards, the next meeting were the teachers' photos and the last meeting of Cycle 1 were the flashcards of family tree. In Cycle 2, they had the procedure text for the jigsaw task. the flashcards for the first meeting were about the breakfast meal, building papa bear house flashcards for the second meeting, and the last meeting was about online shopping. The researcher used various flashcards in each meeting to attract the students.

In this research, the students were divided into 7 main-groups for the first cycle and 4 main-groups in the second cycle. For the sub-group, they had 7

members in each sub-group for the first cycle and 4 members in each sub-groups for the second cycle. The researcher had changed the grouping order during the research because there was problem occurred. The small sub-group and the big main-group was the effective one for the students to be more concerned to the group.

The students worked in groups to share their ideas and discuss the result of the problems that should be solved by them. They worked cooperatively and actively among the group since they enjoyed the situations and the materials. Although at the first time they faced some difficulties because they have not play with the Jigsaw activity before, they could overcome it and keep trying to work well in the activity.

In the sub-group, the students worked to discuss a small piece of the problems. The researcher gave a different case to each sub-group so they will have different results that should be told in the main-group. In this activity, they tried to do it well since it was an individual work and they also have to tell the result to the main-group. Some of them prepared to make drafts and paid much more attention to the sub-group discussion.

The same situation also happened when they were in the main-group. Not all of the students have the ability to do the peer teaching. Some of them have difficulties in explaining the sub-group discussion result. For the students who have those difficulties, the other member of the group was not underestimate them but helped them in giving the information. They supported their friend and kept

asking the keyword of the information. Finally they got the main information even though it was not the complete one.

The students improved their ability to work cooperatively and dependably on each other. Each of the students did not only work in the peer teaching and in the sub-group but also helped other students to learn, in order all of the students of the group could participate in analyzing the task. Although the individual work was accountable, they still have to interact to each other to get the best discussion result. This situation made them have to work cooperatively.

During the actions, the students had showed their improvement in group work. From the observation before, many of them tend to work individually. But after the implementation of the technique, they could reduce their self-ego to work in group and help each other to get the goal of the problems.

CHAPTER V

CONCLUSSIONS, IMPLICATIONS , AND SUGGESTIONS

A. Conclussions

The action research was implemented for the seventh grade students of SMP 2 Blora. The research was begun in April until May 2013 in the second semester in the academic year of 2012 - 2013. The aim of this research was improving the seventh grade students' speaking ability through jigsaw. The VII.7 class was chosen to be the object of the research. The actions were carried out in two cycles.

In Cycle 1, there were successful and some unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in Cycle 2, such as counducting the group work intensively, finding some interesting topics as problems to be discussed in the discussion, and using classroom English more continually and frequently. By implementing those actions in Cycle 2, the speaking ability of the students improved. It could be seen from the students' involvement, the students' opinions, and the collaborator's opinion, and also the positive feedback of the interview about the actions.

Several changes occured after the actions were implemented. There were changes in the aspects of pronunciation, vocabulary, grammar, fluency, and comprehension of the text. The researcher and the collaborator also felt some changes of the teaching learning process, the teacher herself, and also the students as they are presented below.

1. The Changes in English Teaching and Learning Process

Before the implementation of the actions, the situation of the English class was monotonous. The students' activities were only answering the questions in the course book. The English teaching and learning process was focused on how much the students understand the English sentence structure and grammar. It was not focused on how well the students use the language to communicate with others.

Thus, having the actions, the English teaching and learning was focused to improve students' communication skills. The activities included students' practices and sometimes made the students more active in using the target language for communication. What the students learned were not only grammar rules, but also expressions or language functions and vocabularies needed in the communication.

The English class activity was interesting and enjoyable after implementing the actions. There were many various activities that made the teaching learning process was not boring anymore. The communicative activity was effectively used in every activity.

2. The Changes of the Students

Prior to the actions, the students used to be silent and passive while the teacher explained the rules in front of the class. Moreover, the students had also less confidence to ask the teacher in English. As the class activities were monotonous,

the students got bored easily so that they used to be noisy and did something irrelevant to the subject matter.

By implementing the jigsaw, that is group work activity, the students improved their speaking skills. They were also more confident to speak in front of the class and express their feeling to the teacher and their classmates. They like working in groups and helped each other. They were very enthusiastic to do the activities and had a high participation in every activity.

3. The Changes of the Teacher

In this study, the teacher acted as an observer, accompanied by the collaborator. In relation to the English teaching, some efforts had improved her knowledge and experience about applying jigsaw in the English teaching and learning process. The teacher showed her great appreciation on the efforts to improve the students' speaking skills.

She would show the other English teacher that teaching English could be done in more fun and enjoyable ways without neglecting the materials. She gave extra care to the students' motivation in joining the program as well as helping the researcher to organize the students when the researcher had difficulties in handling them. The most important thing was that she realized and knew that the students were eager to learn and speak English well.

B. Implications

Based on the result of the study, it implies that the students' speaking skills could be improved through the following implementation:

4) Using classroom English effectively

The use of classroom English intensively could improve the students' speaking skills. They would be accustomed to the language so they could speak easily since they were familiar with it. They would have many chances to practice their English during the class activity.

5) Implementing jigsaw in the teaching learning process

Jigsaw is a technique that helps the students to work well in a group. It is a communicative activity and the objective of it is communicative competence. The students were expected to communicate actively during the teaching learning process.

This technique uses sequence flash cards as the media. It focuses on group discussion and individually participation in the group. Jigsaw let the students have a big part in their group, so all of the students should participate to get the success of the group.

6) Improving the students' confidence by presenting their result of the discussion in front of the class

The result of the discussion should be presented in front of the class in groups. Even though they had to present in groups, they had an individual presentation. They presented their result in sub-group individually then they went through the group presentation. It helps them improve their confidence since they came in front of the class in groups so they could support each other.

7) Applying a small sub-group discussion and a big main-group discussion

The small group discussion in the sub-group helped them to concern more on the task. The small member of the group let them have a good discussion. The big group discussion in the main-group let them have a critical discussion since they had a group task to do so they could freely express their opinions.

8) Using appreciation and rewards to motivate the students to be active in the teaching and learning process

The students had a high motivation to participate to the activities since they would get rewards and appreciation from the researcher. They were very active and enthusiastic in every activity.

C. Suggestion

Based on the conclusions and implications of the study above, some suggestions will be directed toward the English teacher, the school and the researcher.

1. English Teacher of VII.7

The teacher needs to improve her teaching quality. She should use some interesting techniques in teaching speaking, because the technique is an important thing in teaching and learning process. She needs to use various classroom English which is appropriate to her students' level of proficiency and make sure the students listen, understand and can use them. As a language is a means to communicate, the teacher should pay more attention on the speaking learning process and gives the students more opportunities to practice their English orally.

The English teachers need to try to keep on applying jigsaw in the various modifications, discussion topics and accompanying actions. Besides, they may implement other interesting and communicative activities in the teaching and learning process so that the quality of the English teaching and learning process can be improved. Using different kinds of topics and material will be useful and interesting for the students since it improves their attention span to the subject matter.

2. The School

The school needs to provide many more media and facilities. It has to maximize their facilities in order they can be functioned for supporting the teaching and learning process. In this research, one of the class facilities, the projector did not work well and the researcher needed to ask the replacement projector. She hoped that this situation would not happen anymore since it could distract and take useless time in the teaching and learning process. She also hopes that the school will give the students many activities outside the class for learning speaking such as speaking club, so they have many opportunities to improve their skills.

3. Other Researcher

In this study, the researcher conducted the research in two months. Other researchers may follow up this study in the longer time in order to find more actions to improve students' speaking ability. Moreover, they can conduct this study in other grades, either in the junior or senior high school so that the finding will be more satisfactory. To get deep findings, other researchers should apply more cycles than the cycles conducted in this research.

APPENDICES

- A. Field Notes
- B. Interview Transcripts
- C. Observation Sheet
- D. Course Grid
- E. Lesson Plans
- F. Rubrics of Speaking
- G. Students' Score
- H. Photographs
- I. Letters

APPENDIX A

Field Notes

No : Field note 1
Date : March 4th, 2013
Time : 09.00
Place : Principal Office

Peneliti datang ke SMP 2 Blora pukul 09.00. Setelah menunggu beberapa saat karena kepala sekolah sedang mengadakan rapat, beliau menyambut peneliti dengan ramah dan tangan terbuka. Pada awalnya peneliti menjelaskan tujuan dan objek penelitian, beliau mempersilahkan peneliti untuk melakukan penelitian di sekolahnya secara bebas namun tetap bertanggung jawab sesuai prosedur.

Pada pertemuan hari ini, peneliti hanya ingin meminta izin kepada sekolah dan sebagai perkenalan saja. Kepala sekolah menjelaskan bahwa sekolah menerima peneliti namun belum bisa untuk langsung melakukan penelitian karena beliau harus melakukan rapat koordinasi dengan guru guru yang lainnya dan juga untuk mempersiapkan sekolah untuk bisa diteliti. Untuk guru pembimbing dan kelas yang akan diteliti akan diberikan di waktu berikutnya.

Peneliti juga menjelaskan bahwa hari ini dia hanya ingin meminta izin. untuk surat resminya akan menyusul setelah sekolah menyetujui untuk diadakannya penelitian. Peneliti juga menjelaskan bahwa pertama tama dia hanya akan melakukan observasi terhadap pembelajaran bahasa inggris dalam satu kelas, lalu selanjutnya baru akan melakukan penelitian dalam kelas tersebut.

Kepala sekolah membebaskan waktu penelitian tapi beliau meminta kalau bisa untuk cepat melakukannya karena tidak lama lagi jadwal untuk ujian semester akhir akan segera tiba. Peneliti menerima syarat tersebut dan berjanji akan menggunakan kesempatan tersebut dengan sebaik baiknya. Peneliti mengucapkan banyak terima kasih karena sekolah sudah menerimanya dengan baik.

No : Field note 2
Date : March 11th, 2013
Time : 09.00
Place : Principal Office, Teachers Office

Peneliti kembali datang ke sekolah untuk menyerahkan surat observasi seperti yang telah dijanjikan dalam pertemuan sebelumnya dengan kepala sekolah. Kepala sekolah menerima dengan ramah kedatangan peneliti dan menjelaskan bahwa beliau sudah mengadakan rapat dengan guru-guru dan sekolah sudah siap untuk menerima peneliti beserta aktifitasnya.

Peneliti menjelaskan bahwa hari ini dia menyerahkan surat observasi terlebih dahulu dan melakukan observasi kegiatan belajar mengajar bahasa Inggris pada kelas yang sudah ditetapkan. Untuk penelitian, masih menunggu surat dari kampus beserta hasil dari observasi yang dilakukan sebelumnya.

Kepala sekolah mengatakan bahwa sebenarnya beliau sudah menunjuk salah satu guru kelas 7 untuk menjadi pembimbing selama peneliti melakukan penelitian di sekolah. Namun, beliau sedang berhalangan hadir hari itu. Pada mulanya peneliti akan langsung pamit untuk pulang dan akan kembali besok setelah guru pembimbingnya masuk, namun kepala sekolah menawarkan peneliti untuk berkenalan dengan guru bahasa Inggris lain yang ada di sekolah tersebut. Kepala sekolah mengantarkan peneliti masuk ke ruang guru dan beliau memperkenalkan guru satu persatu. Semua guru menyambut peneliti dengan baik. Kemudian peneliti dipersilahkan untuk duduk-duduk beramah tamah dengan guru-guru khususnya guru bahasa Inggris. Dalam ruangan itu, meja dibagi berkelompok sesuai mata pelajaran yang diampu. Hanya ada satu guru yang duduk di meja guru-guru bahasa Inggris karena guru yang lain sedang mengajar. Peneliti menyapa dan memperkenalkan diri, lalu mulai bertanya mengenai pembelajaran bahasa Inggris. Guru tersebut bernama ibu Suhartati, beliau sangat ramah dan menjelaskan secara rinci bagaimana pembelajaran bahasa Inggris secara keseluruhan di sekolah tersebut. Percakapan tidak berlangsung lama karena beliau ada kelas pada jam berikutnya sehingga beliau harus bersiap-siap. Kemudian peneliti berpamitan.

No : Field note 3
Date : March 14th, 2013
Time : 07.00
Place : Classroom
Activity: First observation

Guru memulai pelajaran dengan berdoa dan menyapa para siswa. Setelah memeriksa kehadiran siswa, ia duduk di mejanya dan bermain dengan telepon. Dia membiarkan kelas berisik untuk sementara waktu kemudian bertanya kepada siswa tentang materi pelajaran terakhir. Para siswa mengatakan bahwa dalam pertemuan terakhir mereka harus menjawab pertanyaan yang ada di buku tugas dan hari ini mereka harus menyelesaikannya. Buku tersebut dikumpulkan di meja kantor sehingga dia meminta dua siswa untuk mengambil buku itu. Kelas kembali berisik selama beberapa waktu dan dia bermain dengan telepon lagi.

Para siswa terus melakukan tugas. Mereka melakukannya secara individu meskipun guru meminta mereka untuk mendiskusikan tugas. Guru berjalan dan bertanya kepada

para siswa apakah mereka memiliki pertanyaan atau tidak, namun tidak satupun dari mereka meresponnya. Mereka sibuk dengan tugas.

Ketika waktunya selesai, guru meminta siswa untuk menjawab pertanyaan. Ada beberapa siswa yang mengangkat tangan mereka untuk memberikan tanda bahwa mereka ingin menjawabnya. Para siswa yang ingin menjawab pertanyaan bisa diprediksi. Hanya beberapa dari mereka yang percaya diri untuk menjawab pertanyaan dan siswa lainnya hanya diam. Akhirnya, guru menyebutkan nama siswa untuk menjawab pertanyaan-pertanyaan berikutnya. Ada beberapa kesalahan pengucapan kata-kata mereka, tetapi guru tampak seperti mengabaikannya. Misalnya kata "honorable", harus diucapkan / ɒn. ə r.ə.bl / tetapi mereka mengucapkannya / hɒn. ə r.ə.bl /. Guru tampaknya mengabaikannya tetapi ketika peneliti membisikan pengucapan yang benar, ia menjadi bingung kemudian memperbaiki pengucapan yang salah. Sepertinya dia tidak menyadari masalah tersebut.

Kegiatan hari itu dihabiskan untuk menjawab tugas. Para siswa, yang tidak menjawab, lebih memilih untuk mengobrol dengan teman-teman daripada memperhatikan tugas itu. Kelas ini menjadi sangat bising ketika salah satu siswa menjawab pertanyaan tapi menjadi sangat tenang ketika guru sedang mempertimbangkan untuk memilih salah satu siswa untuk menjawab pertanyaan berikutnya.

Setelah mereka selesai menjawab pertanyaan, guru bertanya jika ada pertanyaan, tetapi siswa mengatakan tidak. kemudian dia meminta mereka untuk mempelajari materi berikutnya untuk pertemuan berikutnya dan akhirnya ia menutup pertemuan dengan berdoa bersama-sama.

No : Field note 4
Date : March 21st, 2013
Time : 07.00
Place : Classroom
Activity: Second observation

Observasi kedua dilakukan pada tanggal 21 Maret 2013. Pada hari ini guru membagikan hasil ulangan harian yang dilaksanakan seminggu yang lalu. Semua siswa menanti dengan was-was mengenai hasil dari ulangan tersebut. Sepertinya mereka tidak terlalu yakin akan mendapatkan nilai baik untuk ulangan hari ini. Ketika

hasil ulangan dibagikan, hanya beberapa siswa yang mendapatkan nilai memuaskan, sebagian lumayan namun sisanya kurang memuaskan.

Setelah selesai membagikan hasil ulangan, lalu ibu guru menanyakan kepada mereka mengapa hasilnya kurang begitu memuaskan sesuai harapan. Banyak dari mereka mengatakan bahwa mereka masih bingung bagaimana menjawabnya. Ibu guru memutuskan untuk membahas kembali jawaban yang ada di soal ulangan.

Ketika kelas mulai membahas soal, mereka mulai gaduh. Meskipun banyak dari mereka yang mendapatkan nilai kurang memuaskan, hanya sebagian kecil dari mereka yang memperhatikan guru ketika memberi penjelasan. Setelah guru membahas jawaban yang benar dari soal tersebut, ia selalu bertanya mengenai pendapat mereka dan jawaban mereka, mengapa mereka melakukan kesalahan.

Guru meminta siswa untuk mengungkapkan kesulitan apa yang mereka hadapi. Namun sebagian besar hanya diam dan berbisik. Waktu yang tersisa dalam pelajaran hari itu dihabiskan untuk membahas soal dan jawaban yang benar. Meskipun guru sudah berusaha untuk bertanya kepada semua siswa, tapi banyak yang menjawabnya dengan senyuman.

No : Field note 5
Date : April 10th, 2013
Time : 07.00
Place : Classroom
Activity: Pre test

Pre-test dilaksanakan pada tanggal 10 April 2013. Peneliti masuk dengan guru bahasa Inggris pada pukul 07.00. setelah mengucapkan salam, berdoa dan mengecek presensi siswa, guru mengatakan bahwa hari ini ia akan mengadakan test lisan.

Wajah para siswa langsung berubah menjadi cemas, tidak bersemangat, bahkan takut. Guru mempersilahkan peneliti untuk menjelaskan apa yang dilakukan untuk tes tersebut dan juga judul yang bisa mereka pilih. Peneliti menyadari bahwa para siswa sudah terlebih dahulu ketakutan untuk menghadapi tes tersebut sehingga dia berusaha untuk mencairkan suasana.

Peneliti menjelaskan bahwa hari ini mereka akan diminta untuk memperkenalkan diri di depan kelas. Mereka harus menyebutkan identitas diri, dimana dia tinggal, hobby dan lain sebagainya yang berkaitan dengan dirinya. Setelah dirasa cukup untuk

penjelasannya, guru memberikan waktu sebentar untuk mereka mempersiapkan diri. Tiba giliran mereka untuk maju ke depan kelas. Semuanya tampak gugup dan tidak percaya diri meskipun mereka hanya perlu menceritakan tentang dirinya sendiri.

Hanya sebagian kecil dari mereka yang mengembangkan ceritanya sehingga banyak informasi yang disampaikan. Yang lainnya hanya monoton, hanya menceritakan tentang sebagian kecil dirinya. Itupun masih dengan malu-malu dan suara pelan.

Semua siswa sibuk untuk mempersiapkan dirinya untuk maju ke depan kelas sehingga tidak ada yang memperhatikan temannya maju di depan kelas. Sedangkan siswa yang sudah maju merasa lega sehingga mengobrol sendiri. Beberapa kali guru meminta mereka untuk tenang dan memperhatikan teman yang sedang berbicara di depan namun itu hanya beberapa saat kemudian mereka mulai gaduh lagi. Setelah semua sudah maju ke depan, peneliti membicarakan hasil dengan guru pembimbing dan mereka berdua mendiskusikan nilai yang didapat para siswa.

No : Field note 6

Date : April 11th, 2013

Time : 07.00

Place : Classroom

Activity: Implementation of Cycle 1 meeting 1

Pertemuan pertama pada hari Kamis 11 April 2013. Pukul 7 pagi Peneliti dan guru bahasa Inggris masuk kelas VII.7 bersama-sama. Setelah menyapa para siswa, guru bahasa Inggris mengambil kursi di sudut kelas dan kemudian melakukan beberapa pekerjaan dengan lembar observasi. Dia membiarkan peneliti menggunakan waktu sepenuhnya. Peneliti membuka kelas dengan berdoa dan kemudian memeriksa daftar kehadiran siswa.

Peneliti meminta pendapat siswa tentang penampilan fisiknya. Untuk pertama kalinya, mereka diam. Tidak ada yang memberi tanggapan kepadanya. Kemudian dia mengubah pertanyaan menjadi pertanyaan ya / tidak. "Apakah saya pendek?" Jawab mereka "tidak", "Apakah aku gemuk?" Mereka menjawab "tidak terlalu ". Mereka ragu-ragu untuk menjawab pertanyaan-pertanyaan karena mereka tampak seperti takut mengatakan kebenaran kepada peneliti.

Lalu ia meminta salah satu siswa untuk datang di depan kelas. Dia meminta para siswa untuk memberikan pendapat mereka tentang penampilan fisik teman-teman

mereka. Kelas mulai menjadi menarik karena hampir semua siswa bersemangat untuk memberikan pendapat mereka. Mereka memberikan pendapat mereka dengan kata-kata, bukan dalam kalimat lengkap.

Ketika peneliti meminta mereka "Apa pendapat Anda tentang penampilan fisik Adi?" Kebanyakan semua jawaban mereka adalah "tinggi", "hitam", dan "berkacamata". Mereka cukup berani untuk mengungkapkan pendapat mereka karena mereka berbicara tentang teman-teman mereka. Peneliti kembali bertanya kepada mereka "Apakah ada pendapat tentang Adi?" Mereka menjawab "Tidak" Kemudian peneliti menuliskan beberapa kata sifat yang menggambarkan penampilan fisik Adi. Pada awalnya, mereka tidak terbiasa dengan kata-kata. Mereka bertanya artinya, tapi dia tidak menjawab secara langsung. Dia menyarankan mereka untuk mencari makna dalam kamus.

Peneliti kemudian meminta para siswa melakukan yang telah mereka lakukan sebelumnya. Dia menjelaskan bahwa sekarang, mereka akan menggambarkan penampilan fisik seseorang. Lalu ia bertanya kepada mereka pertanyaan tentang bagaimana cara menggambarkan sesuatu. Mereka memiliki berbagai pendapat dalam menggambarkan sesuatu. Dia menunjukkan beberapa contoh teks deskriptif dan meminta mereka untuk menganalisis teks bersama-sama. Untuk teks pertama, dia dan siswa menganalisis bersama, tapi untuk teks berikutnya, ia meminta mereka untuk mencoba untuk bekerja berpasangan.

Peneliti menjelaskan tentang present tense lalu memberikan beberapa contoh penggunaannya dalam beberapa kalimat. "Present tense is the form of a verb that expresses an action that is happening now or at the time of speaking. Do you get it?" namun semua siswa diam dan tidak merespon. Lalu peneliti bertanya lebih lanjut. "Is there any question?" siswa tetap diam dan tidak merespon. Hanya beberapa yang mengumumkannya jelas. Peneliti kemudian menjelaskan sekali lagi pengertian tentang present tense namun tetap tidak ada respon. Akhirnya peneliti berkata "Should I use Bahasa Indonesia?" then they said "Yes." Peneliti lalu mengulang dari awal penjelasan mengenai present tense menggunakan Bahasa Indonesia.

Kegiatan selanjutnya, peneliti mengatakan bahwa mereka akan menulis surat kepada teman-teman mereka yang tinggal di Semarang. Teman tersebut meminta mereka untuk menggambarkan teman sekelas mereka. Mereka harus membuat teks deskriptif yang baik tentang hal itu. Hari ini mereka tidak akan memainkan Jigsaw. Peneliti hanya ingin membuat warming up dari diskusi kelompok.

Peneliti membagi siswa menjadi 4 kelompok dan kemudian dia memberikan masing-masing kelompok kartu pelajar siswa. Tugas itu menggambarkan orang di kartu pelajar siswa. Mereka bisa menambahkan beberapa informasi yang ditampilkan pada kartu. Mereka harus membuat teks deskripsi benar sesuai dengan contoh teks.

Mereka bersemangat untuk melakukan tugas sampai waktu habis dan mereka harus mempresentasikan hasil kerja mereka di depan kelas. Ketika salah satu kelompok sedang presentasi, kelas itu berisik. Peneliti meminta mereka untuk diam tetapi tidak lama kemudian mereka berisik lagi. Kelas berakhir ketika bel berbunyi dan ia menutup pertemuan itu dengan berdoa.

No : Field note 7

Date : April 17th, 2013

Time : 07.00

Place : Classroom

Activity: Implementation of Cycle 1 meeting 2

Pertemuan berikutnya pada Rabu 17 April 2013 dan itu merupakan pertemuan kedua Cycle 1. Peneliti masuk kelas pukul 07.00 dan membuka kelas dengan berdoa. Setelah memeriksa kehadiran siswa, dia bertanya tentang materi terakhir di pertemuan terakhir.

Pertemuan terakhir mendiskusikan tentang teks deskriptif. Dia dan para siswa meninjau teks deskriptif dan aktivitas terakhir. Para siswa masih ingat tentang teks sehingga ia hanya menjelaskan secara singkat dan langsung ke aktivitas berikutnya.

Peneliti bertanya kepada mereka tentang kegiatan jigsaw, namun tidak satupun dari mereka tahu tentang hal itu sehingga ia menjelaskan kepada mereka apa jigsaw. Mereka tampak gembira dengan aktivitas tersebut kemudian dia berkata bahwa mereka akan melakukan aktivitas jigsaw dari teks deskriptif.

Peneliti membagi kelas menjadi 7 kelompok. Dia menjelaskan aturannya dan mengatakan bahwa ada 4 foto guru mereka. Mereka harus menggambarkan penampilan fisik mereka dan kemudian menemukan kesamaan mereka sebagai tugas untuk didiskusikan.

Ada 7 kelompok, masing-masing kelompok terdiri dari 4 siswa. Masing-masing harus menghitung dari 1 sampai 4, dan kemudian mereka membuat sub-kelompok sesuai

dengan nomor tersebut. Ada 4 sub-kelompok yang terdiri dari 7 siswa. Peneliti memberi mereka salah satu foto guru dan kemudian mereka diminta untuk menggambarkan hal itu.

Peneliti memberikan 20 menit untuk bekerja di sub-kelompok. Dan setelah mereka melakukannya pada sub-kelompok, mereka kembali ke main-kelompok dan kemudian masing-masing siswa melaporkan diskusi mereka secara individual karena hasilnya berbeda. Ketika mereka selesai melaporkan, mereka lanjut ke masalah berikutnya: menemukan kesamaan dari empat guru.

Waktu untuk mendiskusikan habis dan mereka harus mempresentasikan hasil diskusi mereka. Kelompok ini maju ke depan kelas dan kemudian mereka mendeskripsikan setiap foto guru secara individual sesuai dengan bagian mereka dalam sub-kelompok. Setelah itu, mereka mempresentasikan hasil diskusi kelompok utama tentang kesamaan dari empat guru. Hasil mereka berbeda tapi itu masuk akal.

Meskipun hasilnya berbeda, tidak satupun dari mereka mengajukan pertanyaan kepada kelompok terkait dengan presentasi mereka. Mereka hanya sibuk dengan persiapan mereka dalam presentasi sehingga mereka tidak memperhatikan presentasi teman-temannya. Kelas berakhir ketika bel berbunyi pukul 08.20 dan mereka menutup kelas dengan berdoa.

No : Field note 8

Date : April 18th, 2013

Time : 07.00

Place : Classroom

Activity: Implementation of Cycle 1 meeting 3

Pertemuan terakhir Cycle I pada hari Kamis, 18 April 2013. Topik dari pertemuan tersebut adalah keluarga dan siswa akan membicarakan tentang silsilah keluarga. Peneliti memilih topik tersebut karena ia percaya bahwa siswa akan menikmati ketika mereka berbicara tentang orang-orang di sekitar mereka.

Sebelum lanjut ke aktivitas jigsaw, peneliti bertanya tentang aktivitas terakhir mereka. Beberapa dari mereka mulai memberikan pendapat mereka dengan percaya diri dan sisanya hanya bergumam. Dia memberikan review singkat tentang materi terakhir untuk mengingatkan mereka untuk tidak melupakan struktur dari teks.

Dia mengatakan kepada siswa bahwa mereka akan bermain dengan jigsaw lagi. Dia menjelaskan topik sebentar dan kemudian menjelaskan kegiatan yang mereka akan lakukan. Para siswa sangat ingin tahu dan senang dengan kegiatan tersebut.

Saat peneliti mengatakan hari ini mereka akan bermain dengan kartu lagi, mereka sangat antusias dan meresponnya dengan teriakan kegirangan. Dan ketika peneliti sedang membagikan kartu bergambar, wajah mereka terlihat bersemangat dan sudah tidak sabar lagi untuk menerima kartu tersebut. Mereka ramai bertanya apakah yang akan mereka kerjakan hari itu, gambar apa yang akan mereka terima, dan cerita apa dibalik gambar tersebut.

Peneliti mengatakan bahwa mereka memiliki 4 flashcards, itu tentang silsilah keluarga. Masing-masing Kartu merupakan bagian dari silsilah keluarga. Di sub-kelompok, mereka akan membahas gambar flashcard itu sendiri, dan kemudian di kelompok utama, mereka akan merangkai flashcards ke dalam gambar yang benar dari silsilah keluarga dan kemudian mereka harus mendiskripsikannya.

Para siswa tahu apa yang harus mereka lakukan karena mereka pernah melakukan aktivitas tersebut pada pertemuan terakhir. Peneliti masih harus mengkondisikan kelas agar mereka melakukan instruksi yang tepat. Hanya ada beberapa siswa yang masih bingung dengan aktivitas tersebut.

Waktu yang diberikan peneliti untuk siswa untuk mengerjakan tugas dalam kelompok sudah habis, namun ada beberapa kelompok yang meminta tambahan waktu untuk menyelesaikan tugasnya. Akhirnya peneliti memberikan tambahan waktu pada siswa yang belum selesai tugasnya, dengan catatan harus bertanggung jawab terhadap waktu yang diberikan khususnya pada siswa yang sudah selesai mengerjakan agar tidak ramai sendiri dan memberikan kesempatan pada temannya yang lain untuk segera menyelesaikan tugasnya. Saat peneliti berkeliling, dia melihat beberapa siswa yang sudah selesai tugasnya namun tetap bermain dengan flashcards tersebut dan setelah didekati, mereka membuat cerita sendiri mengenai gambar dalam flashcards. Mereka beralasan bahwa gambarnya menarik sehingga mereka ingin membuat cerita yang lain.

Ada waktu selama 2 jam penuh untuk pelajaran bahasa Inggris dalam jadwal sehingga guru memberi mereka lebih banyak waktu untuk berdiskusi. Dia juga berfikir bahwa jika mereka diberi waktu tambahan, mereka akan lebih memperhatikan presentasi teman-temannya. Pada kenyataannya, mereka masih sibuk dengan pekerjaan mereka sendiri ketika teman-teman mereka mempresentasikan hasilnya.

No : Field note 9

Date : May 1st, 2013

Time : 07.00

Place : Classroom

Activity: Implementation of Cycle 2 meeting 1

Pertemuan pertama Cycle 2 pada Rabu, 1 Mei 2013. Peneliti dan guru bahasa Inggris memasuki kelas pukul 7 pagi. Setelah salam dan memimpin siswa untuk berdoa, ia memanggil salah satu dari mereka. Dia memintanya untuk menutup pintu. "Della, would you like to close the door?" Kemudian dia meminta siswa lain untuk melakukan beberapa tindakan seperti membersihkan papan, menyalakan kipas dan membuka jendela.

Ketika siswa selesai melakukan perintah peneliti, ia berkata, "What had I ordered to you?" Kemudian mereka menjawab, "To close the door, miss", "To switch on the fan, miss". Dan dia bertanya lagi: "Did you know the purpose of my order?" mereka menjawab "To order us to do something". Dia mengatakan bahwa mereka telah belajar kalimat imperatif dan mereka akan belajar lebih banyak contoh kalimat imperatif dan fungsinya.

Peneliti memperlihatkan video tentang bagaimana membuat cup cakes. Ketika video telah berakhir, ia bertanya "Is there any imperative sentences? Can you find it?" siswa menjawab "Yes" dan memberikan beberapa contoh "Put the flour into the bowl", "mix the eggs, and the other" maka dia bertanya "What about the material? Can you mention it?", "How about the steps?", "Do you know how to identified the steps?" Mereka menjawab dengan antusias dan menjawab hampir semua pertanyaan.

Peneliti menjelaskan bahwa mereka akan mempelajari teks prosedur. Untuk membuat teks prosedur, mereka harus mengetahui bahan yang akan digunakan dan langkah-langkah prosesnya. Mereka juga perlu menambahkan beberapa kata penghubung untuk mengidentifikasi setiap langkah. Dalam teks prosedur, mereka menggunakan kata kerja untuk melakukan beberapa tindakan sebagai langkah. Setelah menganalisis teks prosedur bersama-sama, peneliti meminta mereka untuk bekerja berpasangan dan menganalisa beberapa teks prosedur yang berbeda.

Dalam aktifitas berikutnya, peneliti memberi mereka tugas diskusi kelompok. Tugas itu tentang menu sarapan. Mereka memberikan gambaran beberapa makanan dan memutuskan makanan apa yang tepat untuk sarapan mereka. Mereka bekerja di sub-

kelompok untuk mendiskusikan gambar kemudian kembali ke main-kelompok untuk mendiskusikan makanan yang tepat. Berikut adalah penjelasan tentang tugas.

Para siswa dibagi menjadi tujuh sub-kelompok. Peneliti memberikan satu gambar yang berbeda untuk setiap kelompok. Mereka diminta untuk mendiskusikan bahan yang diperlukan dan langkah-langkah untuk membuat makanan. Mereka melakukan tugas dengan mudah karena mereka mengatakan bahwa mereka pernah membuat makanan itu.

Dalam sub-grup yang berjumlah 4 anak, mereka lebih intensif dalam berdiskusi. Grup yang kecil memudahkan mereka dalam menyampaikan pendapat sehingga dengan mudah dapat memperoleh hasil diskusi dengan cepat. Siswa juga mengetahui dengan pasti apa yang telah mereka diskusikan dalam sub-grup.

Ketika mereka selesai dalam sub-kelompok, mereka membentuk kelompok utama. Pertama, mereka melaporkan kepada kelompok mereka tentang makanan yang mereka telah diskusikan dalam sub-kelompok individual. Kemudian peneliti memberi mereka masalah yang harus dipecahkan. Akhirnya, tugas mereka membahas makanan yang paling tepat baginya / dan adiknya.

Tiba giliran masing masing anak melaporkan hasil diskusi mereka saat di sub-grup. Kali ini mereka dapat menyampaikan hasil diskusi sub-grup dengan baik dan jelas. Setelah selesai menyampaikan hasil diskusi, mereka mendiskusikan tugas dalam main-grup. Karena mereka mengetahui dengan baik bagian mereka masing masing, mereka dapat menyelesaikan tugas main-grup dengan cepat dan tepat.

Ada banyak pendapat dari hasil tugas. Ketika peneliti melihat sekeliling untuk melihat diskusi mereka, semua siswa memberikan pendapat mereka dengan antusias. Ini berarti bahwa mereka benar-benar menikmati kegiatan tersebut.

Ketika waktunya habis, mereka harus mengakhiri diskusi dan mempresentasikan hasilnya. Mereka harus menyampaikan hasil diskusi sub-kelompok mereka secara individual sebelum lanjut ke hasil pembahasan utama kelompok. Pada akhir presentasi, peneliti akan memanggil salah satu siswa untuk meminta kelompok mempersiapkan pertanyaan yang terkait dengan hasil presentasi.

Peraturan baru dilakukan untuk mencegah kelas menjadi berisik saat presentasi. Para siswa akan memberikan lebih memperhatikan kelompok presentasi ketika mereka harus membuat pertanyaan. Peraturan ini terbukti bisa membuat mereka sedikit tenang.

Kelas berakhir ketika lonceng berbunyi pukul 08.20. Peneliti mengakhiri pelajaran dengan berdoa dan dia mengucapkan selamat tinggal kepada siswa. Mereka tampak kecewa ketika kelas harus berakhir, namun peneliti mengatakan bahwa mereka akan memiliki aktivitas lebih menarik pertemuan berikutnya.

No : Field note 10

Date : May 2nd, 2013

Time : 07.00

Place : Classroom

Activity: Implementation of Cycle 2 meeting 2

Pertemuan kedua pada Kamis, 2 Mei, 2013. Peneliti datang sendiri ke kelas tanpa didampingi guru bahasa Inggris. Dia mengatakan bahwa guru Bahasa Inggris memiliki urusan dan dia tidak bisa datang ke kelas pada hari itu. Peneliti memimpin mereka untuk berdoa kemudian membuka kelas.

Peneliti bertanya kepada mereka tentang materi terakhir. Para siswa menjelaskan kepadanya bahwa pertemuan terakhir mereka mendiskusikan tentang teks prosedur. Mereka juga mengatakan aktivitas di pertemuan terakhir. Dia bertanya kepada mereka tentang pendapat mereka dan mereka mengatakan bahwa itu menyenangkan. Mereka ingin memiliki aktivitas seperti itu lagi karena itu menarik. Dia berjanji bahwa mereka akan melakukan kegiatan yang menarik hari ini, tapi dia ingin meninjau materi untuk mendapatkan pemahaman mendalam mereka tentang teks prosedur.

Peneliti menelaah materi terakhir dengan menghadirkan contoh teks prosedur. Dia meminta para siswa untuk menunjukkan bahan, kata kerja imperatif, dan kata penghubung yang menunjukkan langkah-langkah. Mereka bisa menunjukkan yang benar menjawab tanpa kesulitan.

Pada awalnya, peneliti bertanya kepada mereka tentang fungsi teks prosedur. Mereka mengatakan bahwa teks prosedur adalah teks untuk membuat sesuatu, seperti makanan. Tampaknya mereka berpikir bahwa teks prosedur hanya digunakan untuk membuat makanan. Kemudian dia menjelaskan bahwa teks prosedur tidak hanya digunakan untuk membuat makanan, tetapi juga digunakan untuk hal-hal lain yang memiliki langkah-langkah.

Hari itu mereka akan melakukan aktivitas jigsaw lain tentang teks prosedur. Peneliti mengatakan bahwa mereka akan membantu papa beruang dalam membangun rumah. Mereka harus menjelaskan langkah-langkah dengan urutan waktu yang tepat agar papa beruang bisa membangun rumahnya.

Para siswa akan bekerja di sub-kelompok untuk mendiskusikan salah satu gambar. Mereka harus menjelaskan tentang gambar yang dimaksud. Dalam kegiatan ini, mereka hanya membahas tentang langkah-langkah, karena materi telah disebutkan sebelumnya.

Dalam kegiatan ini, mereka memiliki beberapa kesulitan dalam memproduksi kalimat. Mereka tidak terbiasa dengan kata-kata yang digunakan. Kemudian peneliti meminta mereka untuk mencari di kamus. Hari itu mereka telah belajar banyak kosakata baru yang terkait dengan topik tersebut.

Para siswa bisa melakukannya dengan baik untuk diskusi kelompok. Ketika saat itu dan mereka harus mempresentasikan hasil diskusi, tidak ada yang maju ke depan kelas. Mereka mengatakan mereka ingin berlatih lagi.

Kemudian salah satu kelompok sudah siap untuk hadir. Mereka menjelaskan gambar-gambar yang sangat detail sehingga mereka menghadapi beberapa kesulitan dalam mengekspresikan. Peneliti kemudian menanyakan siswa lain tentang hasil mereka, mereka melakukan tugas seperti kelompok presentasi atau tidak. Hampir semua kelompok itu mengatakan "Ya". Dia memahami situasinya kemudian membiarkan kelompok presentasi untuk meneruskan presentasi mereka.

Ketika semua siswa telah mempresentasikan hasil diskusi mereka, peneliti menjelaskan bahwa ada kesalahpahaman dengan instruksi. Hari itu mereka mengerjakan teks prosedur, bukan teks deskriptif. Sebenarnya mereka sangat baik dalam presentasi, tetapi juga detail dan mereka meninggalkan esensi teks prosedur.

Peneliti memuji mereka dan mengatakan kepada mereka bahwa mereka memiliki imajinasi yang tinggi dan interpretasi. Mereka memahami kesalahan mereka tetapi mereka tidak merasa malu melakukan kesalahan. Kemudian mereka berkata kepadanya bahwa mereka akan memperhatikan lebih teliti untuk instruksi pada tugas berikutnya.

Bel berbunyi pukul 9 pagi dan peneliti menutup pertemuan itu. Dia mengatakan bahwa pertemuan berikutnya mereka akan memiliki aktivitas menarik yang

berhubungan dengan media sosial. Para siswa tertarik tapi mereka harus menunggu hingga pertemuan berikutnya. Dia menutup pertemuan itu dengan berdoa.

No : Field note 11

Date : May 8th, 2013

Time : 07.00

Place : Classroom

Activity: Implementation of Cycle 2 meeting 3

Pertemuan ketiga Cycle 2 pada Rabu, 8 Mei, 2013. Itu adalah pertemuan terakhir dalam cycle dan juga pertemuan terakhir penelitian. Ketika ia masuk kelas, para siswa tampak sangat bahagia. Mereka menjawab sapaannya keras dan antusias.

Sebagai peneliti telah dijanjikan, hari ini mereka akan memiliki aktivitas jigsaw yang menarik tentang teks prosedur. Sebelum masuk dalam tugas itu, ia bertanya kepada mereka tentang media sosial. "Do you have a social media?" Dan mereka semua menjawab "Yes." Kemudian dia bertanya lagi, "What kind of social media do you have?" Jawab mereka beragam. Banyak dari mereka memiliki Facebook, Twitter dan bahkan Blackberry Messenger. "Do you know another function of those social media? Beside its general function to communicate?" Peneliti bertanya lebih lanjut. Mereka memiliki pendapat yang berbeda, dan salah satu siswa mengatakan bahwa mereka bisa menggunakan media sosial untuk belanja.

Peneliti mengatakan bahwa mereka akan membahas tentang belanja online pada hari itu. Kemudian dia bertanya lagi "Have you ever shop online?" Beberapa dari mereka diam tapi yang lain berkata, "Yes." Dia mengatakan bahwa pada dasarnya toko online terbanyak adalah sama dengan belanja di toko, tetapi mereka tidak bertemu langsung atau bertatap muka.

Tugas itu tentang toko online. Di sub-kelompok, mereka akan membahas gambar yang diberikan oleh peneliti. Gambar bercerita dan mereka harus membahasnya. Kemudian mereka akan kembali ke main-kelompok dan berdiskusi tentang langkah-langkah di toko online.

Para siswa dibagi menjadi tujuh sub-kelompok. Peneliti memberikan salah satu gambar yang berbeda untuk setiap kelompok. Mereka diminta untuk mendiskusikan gambar. Mereka memiliki beberapa kesulitan karena gambarnya hanya memberi

sedikit petunjuk. Tapi mereka masih bekerja dengan gembira. Mereka mencoba untuk menafsirkan gambar dengan pendapat diri mereka.

Ketika mereka telah selesai berdiskusi dengan sub-kelompok, mereka membentuk kelompok utama. Dalam kelompok utama, pada awalnya mereka harus melaporkan hasil diskusi dari sub-kelompok secara individual. Kemudian mereka membahas tugas utama kelompok: mengatur gambar menjadi urutan yang benar.

Dalam kegiatan ini mereka tidak memiliki kesulitan yang berarti karena beberapa dari mereka pernah berbelanja di toko online. Ketika foto-foto itu terkumpul, mereka memberi banyak petunjuk. Para siswa dapat mengatur mereka dengan mudah.

Waktu habis dan siswa harus mempresentasikan hasil diskusi mereka. Beberapa dari mereka mempresentasikan hasil dengan benar. Siswa mempresentasikannya dengan baik dan terperinci mulai dari alat yang diperlukan serta memberikan kata penghubung. Tapi kelompok lain hanya menyajikan langkah-langkah tanpa memberikan komponen teks prosedur.

Peneliti bertanya pada siswa yang tidak menyertakan komponen, tetapi sebenarnya mereka bisa menjawab pertanyaan-pertanyaannya. Mereka hanya tidak memperhatikan instruksi tugas dan hanya mengerjakan langkah-langkah. Hampir semua dari mereka melakukan presentasi dengan baik. Ada banyak siswa lain yang bertanya beberapa pertanyaan secara sukarela.

Ketika bel berbunyi, sebelum menutup pertemuan, peneliti mengatakan bahwa pertemuan hari itu adalah pertemuan terakhir. Para siswa tampak sedih dan ia meminta mereka untuk meminta guru mereka untuk melakukan kegiatan menarik seperti jigsaw karena mereka telah memahami peraturannya. Lalu ia menutup pertemuan itu dengan berdoa.

No : Field note 12
Date : May 15th, 2013
Time : 07.00
Place : Classroom
Activity: Post test

Post test dilaksanakan pada tanggal 15 Mei 2013. Peneliti memberi kewenangan kepada guru Bahasa Inggris untuk melakukan post test. Pada awalnya peneliti hanya

memberikan beberapa judul yang dapat digunakan siswa untuk post test. Para siswa hanya perlu memilih salah satu dari judul yang ada. Ada dua judul yang dapat digunakan siswa untuk post test, yaitu “How to make an instant noodle” dan “How to make a birthday card”.

Sebelumnya siswa sudah pernah membahas tentang kedua judul itu bersama-sama namun sekarang mereka harus menyampaikannya secara individu. Peneliti yakin mereka dapat menyampaikannya dengan baik.

Guru memanggil satu persatu siswa untuk pre-test. Peneliti hanya berada di samping guru dan mencatat serta memperhatikan bagaimana perkembangan siswa. Dalam hal penilaian, ia berdiskusi dulu dengan guru Bahasa Inggris.

Secara keseluruhan, para siswa memperlihatkan peningkatan kemampuan mereka dalam menyampaikan sesuatu. Mereka tidak begitu gugup saat berhadapan dengan guru dan berbicara dengan baik, meski masih ada beberapa siswa yang masih kesulitan untuk berbicara lancar namun sudah terlihat bagaimana usaha mereka untuk menjadi lebih baik.

Hanya terlihat sedikit kegugupan saat mereka menunggu giliran untuk maju ke depan kelas. Sepertinya mereka sudah terbiasa dan sudah mempersiapkan diri untuk menghadapinya. Beberapa dari mereka mempersiapkan catatan untuk mengingatnya dan sesekali melihat catatan tersebut. Namun sesuai peraturan, mereka dilarang membawa catatan saat maju di depan.

Setelah semua siswa sudah melakukan post-test, peneliti dan guru mendiskusikan kembali tentang hasilnya. Tak berapa lama kemudian karena jam pelajaran juga sudah habis, peneliti mengucapkan salam perpisahan dan sangat berterima kasih kepada siswa VII.7 khususnya karena telah sangat membantu jalannya penelitian.

APPENDIX B

Interview Transcripts

Interview 1

Date : March 4th, 2013

Time :09.00

R : Researcher

H : Headmaster

H: Selamat datang di SMP N 2 Blora. Silahkan duduk mbak, apa yang bisa saya bantu?

R: Selamat pagi pak maaf mengganggu, saya mahasiswa pendidikan bahasa Inggris dari UNY. Maksud kedatangan saya kemari untuk meminta izin melakukan penelitian yang berkaitan dengan pengajaran bahasa Inggris di sekolah ini.

H: Penelitian individu? Atau kelompok?

R: Individu pak, untuk menempuh tugas akhir skripsi.

H: Oh skripsi ya. Ya silahkan saja, bisa saya lihat proposalnya? apa ada surat pengantar resmi dari universitas?

R: Ada pak, saat ini saya hanya membawa surat observasi dari universitas. Jika sudah diizinkan untuk penelitian di sekolah ini, saya akan segera mengurus surat izin penelitiannya.

H: Ya gapapa kalo surat bisa menyusul yang penting ada yang resmi aja sesuai alur. Nanti surat observasinya kamu kasih ke tata usaha yang di depan itu ya, biar diproses juga. Lalu bagaimana alur penelitiannya?

R: Iya pak, pertama saya hanya akan melakukan observasi pada kegiatan belajar mengajar bahasa Inggris di kelas, lalu selanjutnya saya akan mengajarkan mereka menggunakan teknik yang ada di proposal saya.

H: Kira kira butuh waktu berapa lama?

R: Kurang lebih sekitar dua bulan pak. Itu sudah termasuk observasi, pengaplikasian teknik dan test nya.

H: Kalo bisa penelitiannya dimulai secepatnya ya mbak, mengingat waktunya mepet sebentar lagi sudah mau ujian akhir semester. Biar kamunya juga bisa leluasa dalam penelitian.

R: Iya pak saya usahakan secepatnya.

H: Dilihat dari judulnya, berarti kamu akan meneliti kemampuan *speaking* siswa kelas 7? Berapa kelas yang kamu butuhkan?

R: Iya saya ingin meneiti siswa kelas 7. Rencananya saya akan meneliti satu kelas saja pak.

H: Saya pelajari dulu proposalnya ya. Kamu butuh guru pembimbing kan? Kalo langsung menentukan sekarang siapa pembimbingnya saya belum bisa. Saya juga harus melakukan rapat dulu dengan guru yang lainnya. Mungkin kamu bisa sini lagi minggu depan.

R: Iya pak terimakasih banyak atas keterbukaannya dalam penerima penelitian saya. Saya usahakan secepatnya untuk mengurus segala sesuatu yang berkaitan dengan penelitian ini agar dapat cepat dilaksanakan.

H: Iya sama-sama.

Interview 2

Date : March 11th, 2013

Time :09.00

R : Researcher

H : Headmaster

H: Selamat siang mbak, silahkan duduk. Sebelumnya maaf ya mbak. Sebenarnya saya sudah menentukan guru pembimbing buat membimbing penelitian kamu disini. Tapi sayangnya pagi tadi ibunya izin tidak bisa masuk karena anaknya sakit. Jadi kamu belum bisa menemuinya hari ini.

R: Yasuda pak tidak apa-apa.

H:Namanya ibu Harum, beliau mengajar di kelas VII.7 sampai VII.9. untuk lebih lanjutnya kamu langsung ketemu saja dengan ibunya besok. Sekali lagi maaf ya mbaknya jadi kesini percuma. Apa kamu mau ketemu dengan guru bahasa Inggris yang lain? Sekalian supaya bisa bertukar cerita kan sama-sama bahasa Inggris. Siapa tau bisa tambah pengalaman.

R: Tidak usah pak tidak apa-apa nanti malah ngrepotin bapak. Besok saja saya kesini lagi menemui bu Harum.

H: Endak, ndak apa-apa. Sayanya yang malah ga enak. Ayo ikut saya.

Peneliti mengikuti kepala sekolah masuk ke ruang guru dan disana beliau memperkenalkan peneliti kepada semua guru yang ada di sana.

H: Kamu duduk aja di meja guru-guru bahasa Inggris, sekalian berbagi cerita suka dukanya jadi guru bahasa Inggris. Sudah ya, saya tinggal ke kantor saya. Besok-besok kalo mau nyari bu Harum langsung masuk sini aja gapapa, ga usah ketemu saya dulu.

R: Iya pak terimakasih.

Interview 3

Date : March 4th, 2013

Time :10.00

R : Researcher

T1 : Teacher 1

T2 : Teacher 2

T1: Duduk aja mbak di kursi yang kosong, gimana apa yang bisa saya bantu?

R : Iya bu terimakasih. Engga papa ibu kalo mau lanjut mengerjakan tugasnya.

T1: Iya e, soalnya deadline harus dikumpulin besok, nilai ujian anak-anak kemarin. Dienakkin aja ya, kalo ada yang mau ditanyain ya tanya aja, tapi tak samba ngerjain ini.

R : Iya ibu silahkan lanjut saja.

T2: Dari mana mbak?

R : UNY pak, rencananya mau penelitian disini.

T2: Jauh no dari Jogja?

R : Iya pak, tapi saya aslinya sini. Jadi penelitiannya di kampung halaman.

T2: Memangnya kamu alumni sini?

R : Bukan pak, saya dulunya SMP 1.

T2: Hla kenapa ga penelitian di SMP kamu aja. Kan lebih gampang udah kenal sama gurunya.

R : Pngen suasana baru pak. Saya juga pengen tau bagaimana pengajarannya disini. Kalo di SMP dulu kan kurang lebih saya masih ingat bagaimana gurunya mengajar.

T2: Oo gitu. Bener juga ya biar ga bosan. Biar kamu tahu juga SMP disini yang bagus ga Cuma SMP 1 aja.

R : Iya pak. Bagaimana pengajaran bahasa Inggris disini?

T2: Lumayan bagus lah mbak menurut saya. Meningkatkan kualitasnya.

R : Kalo tentang metodenya? Apa selalu berkembang?

T2: Ya mengikuti materinya. Tergantung mau ngajarin apa baru nentuin metodenya. Aduh kok udah bell, maaf ya mbak saya ada kelas abis ini e. nanti disambung lagi ya.

R : Iya pak, saya sekalian pamit aja. Soalnya bu Harum juga belum ada disini. Saya permisi pak.

Interview 4

Date : March 14th, 2013

Time : 09.00

R : Researcher

T : English Teacher

T: Bagaimana hasil observasinya? Hari ini kelas VII.7 ya.

R: Iya bu, menurut saya kelas VII.7 sangat beragam siswanya. Ada yang pintar banget tapi juga ada yang lemah.

T: Iya benar, kebanyakan dari mereka masih bingung dengan pejaran bahasa Inggris. Maklum mbak background SD mereka juga beda-beda. Ada yang sejak SD sudah diajarkan bahasa Inggris tapi juga banyak yang belum diajarkan. Jadi harus mulai dari awal lagi.

R: Secara garis besar, bagaimana proses belajar mengajar yang biasanya dilakukan di kelas?

T: Biasanya dikelas kita mengacu pada buku paket dan lks. Itu lebih memudahkan mereka supaya dapat mempelajarinya dengan baik saat di sekolah maupun di rumah.

R: Kalo buku paket dan lks berarti hanya terpusat pada *reading* dan *writing*? Bagaimana dengan *listening* dan *speaking*?

T: Ya pada saat pelajaran kan diselipin *listening* sama *speaking*nya. Kayak pas ada dialog di lks, nanti anak-anak diminta mempraktekkannya. Seperti itu.

R: Apakah tidak ada sesi khusus untuk belajar *speaking*?

T: Kalo kelas saya selalu saya campur mbak, jadi tidak satu skill tertentu aja. Takutnya anak bosan. Mereka kan baru awal pengenalan bahasa Inggris, kalo disuruh praktek terus masih pada takut dan malu.

R: Jadi aktivitas *speaking*nya hanya sekedar menirukan dialog saja bu?

T: Garis besarnya sih gitu. Praktek pengucapan. Soalnya mereka masih malu-malu kalo disuruh tampil.

R: Ini penelitian saya kan mengenai meningkatkan *speaking* siswa bu, apakah ibu ada saran sebagai guru pembimbing dan juga guru bahasa Inggris dari kelas yang akan saya teliti?

T: Ya saya rasa bagus kamu mau meneliti *speaking* siswa kelas VII. Semoga benar-benar bisa meningkatkan kemampuan mereka. Buatlah sesuatu aktivitas yang menarik buat mereka, sehingga mereka tidak bosan dan semangat untuk melakukannya. *Speaking* kan mengenai produksi, jadi kegiatannya yang bisa membuat mereka untuk bicara bebas tanpa ada tekanan atau paksaan.

R: Iya bu.

T: Namun tolong disesuaikan dengan kemampuan siswa kelas VII ya. Lebih baik kamu diskusikan lagi dengan saya lagi.

R: Kalo boleh saya juga mau observasi kelas sekali lagi untuk memperjelas backgroundnya.

T: Yauda minggu depan kamu sini lagi untuk observasi, sekalian siapkan rpp nya nanti kita bahas bersama baiknya gimana. Hari ini cukup sampai sini dulu ya, soalnya saya masi ada kelas.

R: Iya bu, terimakasih atas waktunya.

Interview 5

Date : March 14th, 2013

Time : 09.00

R : Researcher

S : Students (Nur Afni Setyo)

R: Selamat pagi Afni, terimakasih ya mau meluangkan waktu untuk interview sebentar. Miss mau nanya-nanya dikit soal pelajaran bahasa Inggris.

S: Iya Miss silahkan. Senang bisa membantu.

R: Menurut Afni, apakah bahasa Inggris itu sulit?

S: Iya Miss.

R: Apa yang membuat bahasa Inggris itu sulit?

S: Mbingungi. Saya masih bingung sama bahasanya Miss.

R: Kamu belajar bahasa Inggris sejak kapan?

S: Sebenarnya waktu SD sudah ada, tapi saya juga ga mudeng. Jadi ya sama aja. Paling engga saya tau sedikit-sedikit lah.

R: Diantara reding, writing, listening sama *speaking* kamu paling suka mana?

S: Engga semua Miss. Biasa aja sih soale ga terlalu bisa.

R: Kalo *speaking*? Kamu suka?

S: Ya lumayan Miss, pas ngapalin dialog gitu enak, meski ga terlalu tau gimana bacanya. Tapi kalo uda disuruh maju di depan ya langsung lupa semuane.

R: Kesulitan apa yang Afni hadapi dalam belajar *speaking*?

S: Ngomongnya Miss. Ga terlalu bisa ngomongnya. Beda-beda terus ga kaya bahasa Indonesia yang sama aja.

R: Biasanya kalo udah bingung kaya gitu Afni melakukan apa untuk mengatasinya?

S: Biasanya tanya sama bu Arum, kalo liat kamus juga masih bingung bacanya gimana e.

R: Apakah bu Arum selalu menjadi contoh ketika mengucapkan kata atau melakukan percakapan?

S: Iya bu Arum biasanya nyontohin percakapannya dulu tar kita tiruin.

R: Sering ga belajar *speaking*?

S: Lumayan si kalo buat ngapalin sama praktek dialog.

R: Bu Arum sering pakai media buat ngajar *speaking*?

S: Kalo media jarang si Miss, paling ya dialog itu.

R: Seandainya belajar *speaking* pake media, kamu maunya media apa?

S: Ya yang menarik gitu Miss, kaya video, games, gambar, ato apa gitu.

Interview 6**Date : March 14th, 2013****Time : 09.00****R : Researcher****S : Students (Rizky Indra Pradana)**

R: Halo, kenalan dulu, namanya siapa?

S: Rizky Indra Pradana, Miss.

R: Ok Rizky, mau nanya sebentar nih. Kamu suka pelajaran bahasa Inggris nggak?

S: Nggak terlalu sih Miss, susah, aku nggak bisa, lagian juga mbosenin.

R: Apa yang bikin kamu bosan dan merasa susah? Terus kalau bosan sama pelajarannya, kalian ngapain di kelas?

S: Ya susah aja Miss, ngomongnya itu lho susah. Terus bosan ya karena gitu-gitu aja. Kalau bosan ya ngobrol sama temen lah Miss, hehehe. Tempatku kan dibelakang jadi ga kelihatan.

R: Wah jangan begitu, harus memperhatikan guru dan pelajaran ya. Besok deh kita belajar bersama. Terimakasih ya waktunya.

Interview 7**Date : March 14th, 2013****Time : 09.00****R : Researcher****S : Students (M. Ari Vito)**

R: Halo, namanya siapa?

S: M. Ari Vito, Miss.

R: Mau tanya nih, suka nggak sama pelajaran bahasa Inggris?

S: Ya nggak sih Miss, nggak mudeng, bikin ngantuk Miss.

R: Kan kalau penjelasannya nggak mudeng bisa tanya bu guru.

S: Gak mau ah, malu Miss. Lagian nanti nek dijelasin tambah ngga mudeng. .

R: Wah jangan begitu, kalau tidak jelas, bertanya, nanti pasti bu guru mau menjelaskan lagi, biar mengerti apa yang diajarkan ya. Terus kalau ngantuk waktu pelajaran, ngapain aja di kelas?

S: Ya mainan sendiri Miss, hehehe. Kalo ngga gitu ngobrol sama temen sebangku.

R: Ok. Besok kita belajar bersama ya. Terimakasih waktunya.

Interview 8

Date : March 14th, 2013

Time : 09.00

R : Researcher

S : Students (Ayu Anggara)

R: Halo, namanya siapa?

S: Ayu Anggara, Miss.

R: Dek Ayu, gimana pelajaran Bahasa Inggris hari ini?

S: Biasa aja Miss, malah bosan soalnya ngerjain soal terus.

R: Memangnya ga ada aktifitas lain selain mengerjakan soal? Games misalnya.

S: Ya kadang, tapi jarang. Lagian anak anaknya individu semua Miss, jarang mau diajak kerja sama. Ada yag pinter banget tapi juga banyak yang lemot. Yang pinter kebanyakan ngerjain sendiri biar cepet selesai.

R: Ayu termasuk anak yang seperti apa?

S: Ya ga pinter banget tapi juga ga lemot banget Miss.

R: Berarti ayu juga males kerja sama teman teman yang kurang dong?

S: Iya. Abisnya mereka ga mau kerja. Main sendiri Miss.

R: Kalo Miss besok ngadain aktifitas yang seru kamu mau berpartisipasi?

S: Mau dong Miss, biar saya juga bisa latihan ngomong Bahasa Inggris. Males ngerjain soal terus.

R: oke besok kita belajar bersama ya.

Interview 9

Date : March 21st, 2013

Time : 09.00

R : Researcher

S : Students (Arum Santya Agus N)

R: Dek Arum, di kelas Bahasa Inggris apa pernah ada diskusi kelompok? Bagaimana kegiatannya?

S: Iya Miss, bu guru terkadang mengadakan diskusi kelompok, tapi hal itu kadang menyebalkan.

R: Menyebalkan? Kenapa?

S: Abisnya yang kerja itu Cuma sedikit yang lainnya cuma main main.

R: Lha memangnya tidak ada yang dikerjakan dalam diskusi?

S: Ada si Miss, tapi kita lebih suka mengerjakan sendiri, biar lebih cepat. Menunggu yang lainnya tidak bakal bisa selesai.

R: Itu namanya kerja individu dong bukan kelompok?

S: Lha mau gimana lagi Miss. Daripada tidak selesai. Nanti kita sendiri yang serius tetap dapat hukuman dong.

R: Lalu hasil akhirnya? Berarti yang ga kerja Cuma numpang aja?

S: Iya Miss. Biasanya hasilnya sama. Sebenarnya kami juga ga terima soalnya yang kerja sama yang ga kerja dapat nulai sama. Makannya saya ga terlalu suka diskusi kelompok.

Cycle 1

Interview 10

Date : April 11th, 2013

Time : 09.00

R : Researcher

S : Students (Zella Ayu Yuliana)

R: Siapa nama lengkapnya?

S: Zella Ayu Yuliana

R: Bagaimana kesan pelajaran di hari pertama?

S: Ngomongnya pakai bahasa Inggris terus Miss.

R: Tapi aslinya paham kan ya?

S: Iya paham tapi jangan cepet-cepet lho Miss. Pake bahasa Indonesia aja lak wes Miss biar gampang gitu.

R: Yak kan emang latihan biar kalian terbiasa denger sama ngomong bahasa Inggris. Kalo uda terbiasa kan enak, cepet ngertinya.

S: Oh gitu ya Miss. Tapi masih agak kesulitan lho Miss, belum terbiasa.

R: Makanya belajar terus ya. Gimana kesan belajarnya hari ini? Mengenai diskusi kelompok school identity cardnya?

S: Lumayan seru Miss. Kita bahas kartu belajarnya temen-temen sendiri jadi kaya curhat gitu.

R: Kamu seneng? Mau kegiatan yang lebih seru lagi ndak?

S: Wah mau banget Miss. Kan soale ga pernah kayak gini to.

R: Tunggu pertemuan selanjutnya ya, bakal ada aktifitas yang lebih seru.

S: siap Miss.

Interview 11

Date : April 11th, 2013

Time : 09.00

R : Researcher

S : Students (Achmad Iswahyudi)

R: Hallo, kamu Achmad Iswahyudi dari grup 1 tadi kan?

S: Iya Miss. Saya achmad.

R: Kalo dilihat tadi sepertinya kelompokmu sudah cukup baik dalam berdiskusi. Bagaimana menurutmu?

S: Iya Miss, tapi masih ada beberapa anak yang diem saja gamau bicara.

R: Waktu di sub-grup atau di main-grup?

S: Pas di sub-grupnya. Di sub-grup kan banyak anggotanya, nah kan suruh diskusikan saytu gambar aja, jadi yang kerja juga Cuma dikit. Yang lainnya ngobrol. Alasane ga bisa lihat gambarnya jelas. Yauda daripada ga selesai ya saya kerja sendiri sama yang mau ngerjain.

R: Tapi kan abis itu mereka harus laporan ke main-grup? Apa kamu yakin mereka bisa melakukannya?

S: Ngga tau pasti sih Miss. Abisnya mereka ngga mau tau juga si. Tapi tadi sebelum selesai kita ngomongin bareng-bareng sih.

R: Terus pas di main-grup kendalanya apa? Apa ada yang ga bisa menyampaikan hasil diskusi dengan baik?

S: Ya ada Miss. Katanya lupa. Padahal kan emang ga memperhatikan waktu diskusi di sub-grup itu.

R: Emm,, lain kali temannya dipaksa buat ngomong sam diskusi ya, engga percuma waktu kok, itung-itung bantuin teman supaya mau belajar juga.

S: Iya Miss.

Interview 12

Date : April 17th, 2013

Time : 09.00

R : Researcher

S : Students (Salsa Tiara Eka Amanda P)

R: Hai Salsa, bagaimana pelajarannya hari ini?

S: Seru Miss. Main pake kartu-kartu gitu trus dibuat cerita.

R: Kamu suka? Apa ada kesulitannya?

S: Suka Miss. Kesulitannya ga ada deh kayaknya. Teman-teman juga pada seneng belajar pake kartu. Jadi seru ga mboseni.

R: Kalo mengenai grupnya?

S: Agak ribet sih pindah-pindah, tapi seru juga soale ga melulu kelompoknya itu aja. Kan ada 2 kelompok diskusi.

R: Ya semoga kamu suka sama aktifitasnya ya. Kalo ada teman kesulitan selalu dibantu.

S; Oke Miss.

Interview 13

Date : April 17th, 2013

Time : 09.00

R : Researcher

S : Students (Sujiwo Pandu Wijaya)

R: Pandu, Miss lihat tadi di kelas kamu lebih kelihatan agak serius dan tidak begitu ramai, kenapa?

S: Pngen mengikuti diskusinya biar ga ketinggalan Miss. Soalnya kemarin aku ga enak sama teman teman. Aku yang bikin kelompokku kalah.

R: Menurutmu begitu?berarti hari ini kamu ikut berpartisipasi dong ya.

S: Sedikit Miss. Soalnya aku juga pngen bisa nyampeke hasil diskusinya itu ke kelompokku Miss.

Interview 14

Date : April 18th, 2013

Time : 09.00

R : Researcher

S : Students (Dewi Juliasari E. M)

R: Dewi suka kerja kelompok apa sendiri sendiri?

S: Kelompok Miss, soalnya saya anaknya nggak pedean, jadi kalo di kelompok kan ada yang mewakili untuk presentasi.

R: Kalo ngga pedean, berarti gak pede juga ngomong di depan teman?

S: Kalo cuma sekelompok kecil saya masih berani Miss, tapi kalo ngomong sendiri dilihatan sekelas saya takut.

R: Lah pas jigsaw kan tetep maju presentasi di depan kelas?

S: Iya. Sebenarnya saya juga malu, tapi ada Arum yang bantuin saya Miss. Kalo saya udah berhenti ngomong di tengah jalan, dia di samping saja mbisiki. Saya jadi ingat lagi trus kebantu ngomongnya.

Cycle 2

Interview 15

Date : May 1st, 2013

Time : 09.00

R : Researcher

S : Students (Fajar Nur Zaima)

R: Fajar, menurut kamu bagaimana perubahan kelompoknya?

S: Lebih efektif ini Miss. Semuanya pada punya kesempatan buat ngomong.

R: Emangnya kalo kemarin gimana?

S: Yang kemarin itu terlalu banyak di sub-grupnya jadi pada ngobrol sendiri-sendiri. Kalo sekarang kan lebih banyak di main-grupnya jadi lebih serius diskusinya.

R: Kalo soal medianya kamu suka?

S: Iya Miss. Pake gambar-gambar bercerita gitu jadi lebih menarik. Jadi semangat berdiskusi lho Miss.

R: Terimakasih ya. Tetap semangat belajar.

Interview 16

Date : May 1st, 2013

Time : 09.00

R : Researcher

S : Students (Damagung Wibisono)

R: Bagaimana Agung, sepertinya kamu selalu bersemangat?

S: Iya Miss. Abisnya seru kaya main aja.

R: Kamu suka? Bagian mananya?

S: Yang paling aku suka pas ngerangkai gambarnya jadi cerita, kan banyak pendapat, kalau dipikir-pikir terus ada benarnya, trus jadi ragu lagi sama jawabannya, trus diskusi lagi. Jadi seru Miss. Semuanya pengen ngomong. Kalo yang ga mau ngomong tetep tak tanyain pendapatnya gimana. Akhirnya ngomong juga deh.

R: Kamu meman anaknya bersemangat sekali ya.

S: Iya dong Miss, biar semuanya ikut semangat.

R: Tadi pas presentasi semangatmu benar-benar membantu temanmu hlo. Mereka jadi lebih termotivasi buat jadi penuh energy kaya kamu. Ditingkatkan lagi ya, bawa energy positif ke temen-temen.

S: Siap Miss.

Interview 17

Date : May 2nd, 2013

Time : 09.00

R : Researcher

S : Students (Zuhri Irfanny R)

R: Fanny, menurut kamu kalo setiap hari pake Bahasa Inggris gimana?

S: Agak sulit Miss, soalnya aku ga terlalu ngerti.

R: Tapi kamu sering lho tanya saya in English.

S: Iya, aku malu kalo harus tanya pake Bahasa Indonesia. abisnya Miss jawabnya Bahasa Inggris terus si. jadi kalo mau tanya aku konsul dulu sama temenku sebangku.

R: konsul?

S: Iya. Pertama aku ngomong dulu pake Bahasa Inggris trus tanya dia bener apa engga ngomongku. Kalo dia ga ngerti ya pake Bahasa Jawa Miss. Biar jelas maksudnya gitu.

Interview 18

Date : May 2nd, 2013

Time : 09.00

R : Researcher

S : Students (Pramudya Yoga N. A)

R: Bagaimana kegiatan kelompoknya menurut kamu pram?

S: Lumayan Miss, kita semua kerja jadi serasa punya peran masing masing.

R: Apa masi ada yang ngga kerja di grup?

S: Tetap ada si Miss. Tapi biasanya kita tu maksa dia buat ngomong. Soalnya kan dia juga tau sesuatu yang engga kita tau waktu di sub-grup.

R: Apa dia bisa menyampaikan hasinya dengan baik?

S: Ga terlalu Miss. Anaknya pemalu banget.

R: Apa kalian punya solusibuat mengatasi masalah seperti itu?

S: Iya kita coba pancing pancing dia sama pertanyaan. Kayak nanya tadi tu dia di sub-grup ngapain aja, ngomongin apa. Nah itu kn dia ngomong dikit dikit Miss. Trus kita bantu dia buat ngrangkai katanya deh.

APPENDIX C

Observation Sheet

OBSERVATION SHEET

Date : (Thursday, March 14th 2013)

Meeting : 1st

No.	Observation Items	Yes	No	
A.	Pre-teaching			
	1. The teacher greets the students and asks the students' condition.	✓		
	2. The students respond to the greeting and tell their condition to the teacher.	✓		
	3. The teacher leads the prayer.	✓		
	4. The teacher checks the attendance.	✓		
	5. The teacher reviews the last meeting materials.	✓		
	6. The teacher gives lead-in questions to presents the new materials.	✓		
	7. The teacher explains the goal of the teaching and learning.	✓		
B.	Whilst-teaching			
	1. The students are ready to learn the materials.	✓		
	2. The teacher gives an input text.	✓		
	3. The teacher and the students discuss the input text.	✓		
	4. The students identify the expressions used in the input text.	✓		
	5. The teacher distributes handouts.		✓	
	6. The teacher checks the students' understanding.	✓		
	7. The teacher gives the students opportunity to ask some questions.	✓		
	8. The students ask their questions to the teacher.		✓	
	9. The students are engaged to do interesting speaking activities.		✓	
	10. The teacher's instructions are clear.	✓		
C.	Post-teaching			

	1. The teacher summarizes and reflects the lessons.	✓		
	2. The students reflect their learning.	✓		
	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher ends the class by praying.	✓		
D.	Class situation			
	1. The teacher shows enthusiasm and interest in the subject being taught.		✓	
	2. The students are highly motivated during the lesson.		✓	
	3. The students are actively involves in each class activity.		✓	
	4. The time allocation is appropriate.	✓		
E.	The use of teaching and learning media			
	1. The teacher uses the textbook or handouts.	✓		
	2. The media used by the teacher are sufficient in the teaching and learning process.		✓	
	3. The teacher uses interesting median such as pictures or video in the teaching and learning process.		✓	
	4. The teacher provides appropriate models and authentic spoken texts to teach speaking.		✓	

APPENDIX D

Course Grid

Course Grid of Cycle 1

Improving the Seventh Grade Students' Speaking Ability of SMP 2 Blora through Jigsaw

In the Academic Year of 2012/ 2013

Standard of Competence:

Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts

Basic Competence:

10.2 Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts descriptive and procedure.

No	Cycle/ meeting	Indicators	Learning Goal	Material	Learning Activity	Time
1	1 / 1	<ul style="list-style-type: none">Respond to transactional and interpersonal	The students are able to use correct expression to	1. The situation in which students may express opinion using present tense.	<i>BKoF:</i> 1. The teacher asks one of the students to stand in front of the class and the other	2 x 40 minutes

		<p>simple short functional spoken text (descriptive).</p> <ul style="list-style-type: none"> Produce transactional and interpersonal simple short functional spoken text (descriptive). 	<p>explain present activity using correct tenses.</p>	<p>2. Grammar :</p> <ol style="list-style-type: none"> Present tense Personal pronouns Possessive pronouns <p>3. Language functions: Describing something</p> <p>4. Vocabulary: Adjective: tall, thin, handsome, beautiful.</p> <p>5. Expressions: Is she beautiful? How old are you?</p>	<p>students should tell her/him physical appearance.</p> <ol style="list-style-type: none"> The teacher stimulate them with some questions, “is she/he skinny?”, “is she/he fat?” etc. The students express their idea. <p><i>MoT:</i></p> <ol style="list-style-type: none"> The teacher shows a picture of some people that have different appearances. Together, the teacher and the students identify the picture. (what is the important information needed to describe people) <p><i>JCoT:</i></p> <ol style="list-style-type: none"> In pairs, the students practice to ask the information needed then tell their friends physical appearances. In group, they make a description about their friends physical appearance 	
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					<p>according to the card.</p> <p><i>ICoT:</i></p> <p>8. The students make a reflection of the activity about their partner mistakes in making description and their self's mistakes. Then they tell the teacher about the difficulties.</p>	
2	1/ 2	<ol style="list-style-type: none"> Respond to transactional and interpersonal simple short functional spoken text (descriptive). Produce transactional and interpersonal simple short functional spoken text (descriptive). 	<p>The students are able to</p> <ul style="list-style-type: none"> Respond to transactional and interpersonal simple short functional spoken text (descriptive) Produce transactional and interpersonal simple 	<ol style="list-style-type: none"> The situation in which students may express opinion using present tense. Grammar : <ol style="list-style-type: none"> Present tense Personal pronouns Possessive pronouns Language functions: Describing something Vocabulary: Adjective: tall, thin, handsome, beautiful. Expressions: Is she beautiful? How old are you? 	<p><i>BKoF:</i></p> <ol style="list-style-type: none"> The teacher reviews the last materials. She asks the students about people occupation. The students answer her question according to their knowledge (descriptive). <p><i>MoT:</i></p> <ol style="list-style-type: none"> The teacher shows some more example of descriptive text. Together, the teacher and the students identify the text. (Language features and the text organization of descriptive text). 	3 x 40 minutes

			<p>short functional spoken text (descriptive)</p> <p>.</p>		<p>6. She give a brief explanation about Jigsaw activity.</p> <p><i>JCoT(Jigsaw activity):</i></p> <p>7. In sub-group, the students discuss one of the flash card pictures.</p> <p>8. In main-group, they make a description about their teacher physical appearance and answer the second problems. They prepare the presentation in front of the class.</p> <p><i>ICoT:</i></p> <p>9. Individually the students present the result of their discussion from the sub-group.</p> <p>The students make a reflection of the activity about their partner mistakes in making procedure text and their self's mistakes. Then they tell the teacher about the difficulties.</p>	
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3.	1/ 3	<ol style="list-style-type: none"> Respond to transactional and interpersonal simple short functional spoken text (descriptive). Produce transactional and interpersonal simple short functional spoken text (descriptive). 	<p>The students are able to</p> <ol style="list-style-type: none"> Respond to transactional and interpersonal simple short functional spoken text (descriptive) Produce transactional and interpersonal simple short functional spoken text (descriptive) 	<ol style="list-style-type: none"> The situation in which students may express opinion using present tense. Grammar : <ol style="list-style-type: none"> Present tense Personal pronouns Possessive pronouns Language functions: Describing something Vocabulary: Adjective: tall, thin, handsome, beautiful. Expressions: Is she beautiful? How old are you? 	<p><i>BKoF:</i></p> <ol style="list-style-type: none"> The teacher reviews the last materials and activity. She asks the students about their family member. The students answer her question according to their knowledge (descriptive). <p><i>MoT:</i></p> <ol style="list-style-type: none"> The teacher shows some more example of descriptive text. Together, the teacher and the students identify the text. (Language features and the text organization of descriptive text). <p><i>JCoT(Jigsaw activity):</i></p> <ol style="list-style-type: none"> In sub-group, the students discuss one of the flash card pictures. In main-group, they make a description about a family tree then arrange the flash cards into good family tree picture. They prepare the 	2 x 40 minutes
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					<p>presentation in front of the class.</p> <p><i>ICoT:</i></p> <p>8. Individually the students present the result of their discussion from the sub-group.</p> <p>The students make a reflection of the activity about their partner mistakes in making procedure text and their self's mistakes. Then they tell the teacher about the difficulties.</p>	
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Course Grid of Cycle 2

Improving the Seventh Grade Students' Speaking Ability of SMP 2 Blora through Jigsaw

In the Academic Year of 2012/ 2013

Standard of Competence:

Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts

Basic Competence:

10.2 Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts descriptive and procedure.

No	Cycle/ meeting	Indicators	Learning Goal	Material	Learning Activity	Time
1	2/ 1	1. Respond to spoken monologue	The students are able to <ul style="list-style-type: none">• use correct	1. The situation in which students can express procedure text.	<i>BKoF:</i> 9. The teacher asks the students how to ask someone to do	2 x 40 minutes

		<p>texts of procedure.</p> <p>2. Create spoken monologue texts of procedure.</p> <p>3. Identify the meanings, the linguistic features and the text structure of written texts of procedure.</p>	<p>expression to explain present activity using correct tenses.</p> <ul style="list-style-type: none"> • Respond to spoken monologue texts of procedure. • Create spoken monologue texts of procedure. • Identify the meanings, the linguistic features and the text structure of written texts of procedure. 	<p>6. Grammar :</p> <p>d. present tense</p> <p>a. imperative sentence Temporal conjunction (first, next, finally)</p> <p>7. Language functions: instruction</p> <p>8. Vocabulary: Serve, cook, ingredients, receipt.</p> <p>9. Expressions: ..., Please. Don't....</p>	<p>something.</p> <p>10. The students tell the teacher how they do the activities, according to their knowledge (make a command)</p> <p><i>MoT:</i></p> <p>11. The teacher shows some example of procedure text to the students.</p> <p>12. Together, the teacher and the students identify the text. (the general structure of the text and its component)</p> <p><i>JCoT (Jigsaw activity):</i></p> <p>13. In sub-group they practice to identify the component of procedure text about breakfast menu then discuss it with their group.</p> <p>14. In main-group they create procedure text about breakfast menu and prepare to present the result in front of the class.</p> <p><i>ICoT:</i></p> <p>15. Individually the students present the result of their</p>	
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					<p>discussion from the sub-group.</p> <p>16. The students make a reflection of the activity about their partner mistakes in making procedure text and their self's mistakes. Then they tell the teacher about the difficulties.</p>	
2	2/ 2	<p>6. Respond to spoken monologue texts of procedure.</p> <p>7. Create spoken monologue texts of procedure.</p> <p>8. Identify the meanings, the linguistic features and the text structure of written texts of procedure.</p>	<p>The students are able to</p> <ul style="list-style-type: none"> Respond to spoken monologue texts of procedure. Create spoken monologue texts of procedure. Identify the meanings, the linguistic features and the text structure of written texts of 	<p>1. The situation in which the students can express procedure text.</p> <p>2. Grammar :</p> <p>b. Present tense</p> <p>c. Imperative sentence</p> <p>d. Adverbs (gently, gradually)</p> <p>e. Temporal conjunction (first, next, finally)</p> <p>3. Language functions: Instruction</p> <p>4. Vocabulary: Draw, cut, put, make. .</p>	<p><i>BKoF:</i></p> <p>1. The teacher asks the students about the last materials.</p> <p>2. The students tell the teacher how they do the activities, according to their knowledge.</p> <p><i>MoT:</i></p> <p>3. The teacher reviews and shows some more examples of procedure text to the students.</p> <p>4. Together, the teacher and the students identify the text. (the general structure of the text and its component)</p> <p><i>JCoT(Jigsaw activity):</i></p> <p>5. In sub-group they practice to identify the component of procedure text about the step to</p>	3 x 40 minutes

			procedure.		<p>build a house then discuss it with their group.</p> <p>6. In main-group they create procedure text about building a house and prepare to present the result in front of the class.</p> <p><i>ICoT:</i></p> <p>7. Individually the students present the result of their discussion from the sub-group.</p> <p>8. The students make a reflection of the activity about their partner mistakes in making procedure text and their self's mistakes. Then they tell the teacher about the difficulties.</p>	
3.	2/ 3	<p>3. Respond to spoken monologue texts of procedure.</p> <p>4. Create spoken monologue texts of procedure.</p> <p>5. Identify the meanings, the</p>	<p>The students are able to</p> <ul style="list-style-type: none"> Respond to spoken monologue texts of procedure. Create spoken monologue texts of 	<p>1. The situation in which the students can express procedure text.</p> <p>2. Grammar :</p> <ol style="list-style-type: none"> Present tense Imperative sentence Adverbs (gently, gradually) Temporal 	<p><i>BKoF:</i></p> <p>1. The teacher asks about the last materials and activities.</p> <p>2. She asks the students' knowledge about the topic that will be discussed.</p> <p><i>MoT:</i></p> <p>3. The teacher makes a brief review of the materials to remind the students about procedure text.</p>	2 x 40 minutes

		linguistic features and the text structure of written texts of procedure.	<p>procedure.</p> <ul style="list-style-type: none"> Identify the meanings, the linguistic features and the text structure of written texts of procedure. 	<p>conjunction (first, next, finally)</p> <p>3. Language functions: Instruction</p> <p>4. Vocabulary: Put, stir, pour, cut</p>	<p><i>JCoT(Jigsaw activity):</i></p> <p>4. In sub-group they practice to identify the component of procedure text about the step to shop online then discuss it with their group.</p> <p>5. In main-group they create procedure text about shopping online and prepare to present the result in front of the class.</p> <p><i>ICoT:</i></p> <p>6. Individually the students present the result of their discussion from the sub-group.</p> <p>The students make a reflection of the activity about their partner mistakes in making procedure text and their self's mistakes. Then they tell the teacher about the difficulties.</p>	
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APPENDIX E

Lesson Plans

LESSON PLAN

School : SMP N 2 Blora

Subject : English

Grade/Semester : VII/2

Text type : Interpersonal and Transactional Dialogues

Time Allocation : 2 X 40 minutes

A. Standard of Competence:

10. Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts

B. Basic Competence:

- 10.2 Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts descriptive and procedure.

C. Character Building

Habit forming in:

- Creativity
- Accuracy
- Self confidence

D. Indicators:

- Respond to transactional and interpersonal simple short functional spoken text (descriptive).
- Produce transactional and interpersonal simple short functional spoken text (descriptive).

E. Instructional Objectives:

At the end of the session the students are able to:

- Identify the simple short functional spoken text (descriptive).
- Accurately and efficiently respond to the text (descriptive).
- Accurately and efficiently produce simple short functional spoken text (descriptive).

F. Instructional Materials:

- **Conversation Practice**

1. Tell your classmates or teacher about someone physical appearance.
Example, your friend:
I have a classmate friend.
Her name is Jessica.
Jessica is beautiful and tall.
She has long hair and white skin.
2. Ask your classmates about their physical appearance.
Listen and ask appropriate related questions.
A: How tall are you Bona?
B: 150 cm tall
A: How about your weight?
B: 60.
A: How old are you?
B: I'm thirteen.

Vocabulary:

- Introduce the new vocabulary: i.e. weight, height, etc.

Grammar:

- Personal pronouns, (I, you, we, etc) are used, because there is personal involvement.
- Simple present tense.
- Possessive pronouns (have, has)

G. Teaching method: genre based approach (building knowledge of the field, modeling of the text, joint construction of the text, individual constructing of the text.

H. Teaching Learning Activities

1. *Building Knowledge of the Field (BKoF)*
 - Greeting : Good morning, class
 - Teacher asks one of the students to stand in front of the class.
 - Ask some questions about him/her physical appearance.
 - Students give description about physical appearance.
 - Introducing the topic : Okey class, today we are going to learn about people physical appearance.

2. Modeling of the Text (MoT)

- Students were showed a picture of some people. Then the teacher asked them to tell the other students how the people look alike.
- Students and teacher make some question lists which can describe the people.
- ***Have a look at this picture. Can you describe his physical appearance? Then practice the conversation.***



Ruben : Do you know Nando?

Hetti : Yes, I do.

Ruben : What is he like?

Hetti : He has straight hair and white skin.

3. Joint Construction of the field (JCoT)

- Students play a picture activity about family tree.

Toni is a student of SMP 2 Blora and now he is in VII.7 class. He has a close friend who has moved to Semarang, but they still keep in contact each other. Her name is Anna. Both of them are in VII class. In the last letter, Anna asked him to tell some of his classmates because she was curious with Toni's friends.

Toni agrees with Anna's request and then he asks 4 of his friends to lend him their students' ID cards. Can you help Toni to describe his friends' physical appearance according to the picture of the ID card? You are also Toni's classmates so you know them really well.



Do the task in groups. There should be 4 big groups. Each group has to describe one of the students' ID cards.

4. *Independent Construction of the field (ICoT)*

Individually, students tell the result of the discussion about Toni's letter in front of the class.

I. Resource and Teaching Media

1. Resource :

- Kumalarini, Th., Achmad, M., Slamet, S., Helena A., and Muchlis, Y. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Pictures and some resources from internet
- The students' School ID cards

2. Teaching Media :

- Pictures
- Power Point

J. Technique of Scoring

The scoring technique is using rubrics of speaking. The aspects are fluency, pronunciation, accuracy, vocabulary, and content.

(Rubric of speaking were enclosed)

Perfect scoring = (fluency + pronunciation + accuracy + vocabulary + content) x 4

Blora, April 2013

Approved by,
English Teacher

Tri Harumwati, S.Pd

Unit 1: Meeting People

Starter

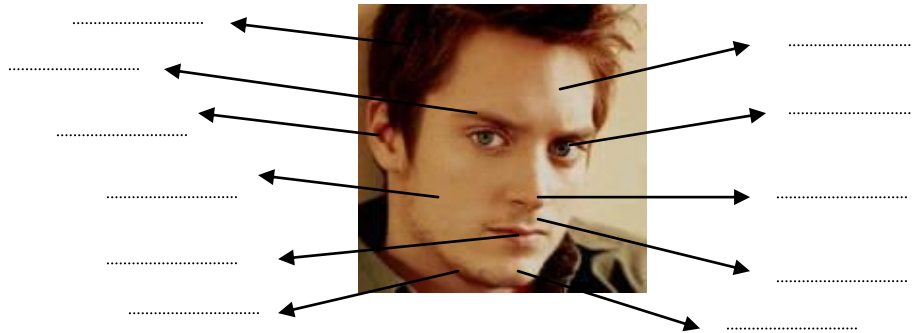
Read the following words aloud.

Nose : /nəʊz/
Tooth : /tu:θ/
Beard : /biəd/
Cheek : /tʃi:k/
Tongue : /tʌŋ/
Nostril : /'nɒs.tr ə l/
Hair : /heə r /

Chin : /tʃɪn/
Lip : /lɪp/
Ear : /iə r /
Moustache : /mʊ'stɑ:f/
Eye : /aɪ/
Forehead : 'fɔ:.hed/
Eyebrow : /'aɪ.braʊ/

TASK 1

Rewrite the words above to the correct location of part of the head.



TASK 2

Match each name of part of the body with its descriptive word. Discuss the Indonesian words of the descriptive adjective. Open your dictionary if it necessary. See the example.

Parts of the body

Body
Eye
Face
Hair
Leg
Mouth
Skin

Descriptive adjectives

Thick
Brown
Curly
Fat
Long
Round
Slanting



TASK 3

Fill in the blanks to complete the dialogue based on the example. Then practice them.



Nando - straight hair – round eyes

Ruben : Do you know Nando?
Hetti : Yes, I do.
Ruben : What is he like?
Hetti : He has straight hair and white skin.



Hana – beautiful - long hair

Alex : Do you?
Hony : Yes,....
Alex : What.....?
Hony : She



Leo – slanting eyes - white skin

Yuri :?
Mario:
Yuri :?
Mario :

GRAMMAR SPOT

Simple Present Tense

Personal pronoun	Verb: sing	Personal pronoun	Verb: have
I/you/we/they	sing	I/you/we/they	have
she/he/it	sings	she/he/it	has

1. I study English.
2. He stops working at 2 p.m.
3. A pilot flies a plane.
4. They like Westlife.
5. I have a book.

We use the Simple Present Tense to talk about:

- our habits;
- general truth:

Talking About You

TASK 3

Describe yourself to your friend. These words may help you.

- long hair/short hair
- curly hair/straight hair
- fat/slim
- tall/short
- black eyes/brown eyes

Example:

My name is Yuni. I have black eyes, long and black

Ask your friends some questions.

What is your Name?

Diandra.

How tall are you?

160 cm.



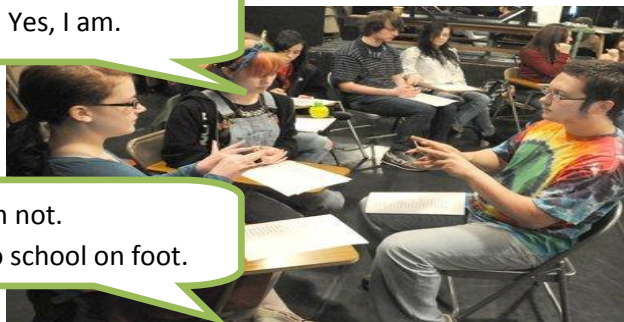
Stand up! Ask your friends Yes/No questions.

Carmen, are you a student?

Yes, I am.

Do you go to school by bicycle?

No, I'm not.
I go to school on foot.



TASK 4

Tell the class about your partner.

Her name is Anna. She.....

Learn this descriptive text

Dina is my classmate. She is thirteen years old. She is tall. Her hair is long. She is not fat.

She likes reading stories, cycling and playing badminton.



Characteristics of Descriptive Text

- *A descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : Dina is my classmate. • *Description* is the part of the paragraph that describes the character.

Example : . She is tall. Her hair is long. She is not fat.

TASK 5

GROUP TASKS: DESCRIPTIVE TEXT ABOUT MY CLASSMATES

Toni is a student of SMP 2 Blora and now he is in VII.7 class. He has an elementary friend that has been moved to Semarang, but they still keep in contact each other. Her name is Anna. Both of them are in VII class. In the last call, Anna asked him to tell some of his classmates because she was curious with Toni's friends.

Toni agrees with Anna's request then he asks 4 of his friends to lend him their students ID cards. Can you help Toni to describe his friends' physical appearance according to the picture of the ID card? You are also Toni's classmates so you know them really well. You can add some information according to your opinion of them.



Do the task in a group. Each group has to describe one of the students ID cards.

Example:

Hello Anna, I will tell you about my classmates.

Her / his name is.....

LESSON PLAN

School : SMP N 2 Blora

Subject : English

Grade/Semester : VII/2

Text type : Interpersonal and Transactional Dialogues

Time Allocation : 3 X 40 minutes

A. Standard of Competence:

10. Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts

B. Basic Competence:

- 10.2 Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts descriptive and procedure.

C. Character Building

Habit forming in:

- Creativity
- Accuracy
- Self confidence

D. Indicators:

- Respond to transactional and interpersonal simple short functional spoken text (descriptive).
- Produce transactional and interpersonal simple short functional spoken text (descriptive).

E. Instructional Objectives:

At the end of the session the students are able to:

- Identify the simple short functional spoken text (descriptive).
- Accurately and efficiently respond to the text (descriptive).
- Accurately and efficiently produce simple short functional spoken text (descriptive).

F. Instructional Materials:

- **Conversation Practice**

1. Tell your classmates or teacher about someone occupation.

Example, your parents' occupation:

My mother is a dentist. She works in the hospital.

My father is a sailor. He works in the ocean.

2. Ask your classmates about their family's' occupation

Listen and ask appropriate related questions.

What does your brother do sisca?

He is a pilot.

Where does he work?

In the airplane

How does he like?

He is tall and handsome.

Vocabulary:

- Introduce the new vocabulary: i.e. profession, occupation, job, etc.

Grammar:

- Personal pronouns, (I, you, we, etc) are used, because there is personal involvement.
- Simple present tense.
- Possessive pronouns (have, has)

G. Teaching method: genre based approach (building knowledge of the field, modeling of the text, joint construction of the text, individual constructing of the text.

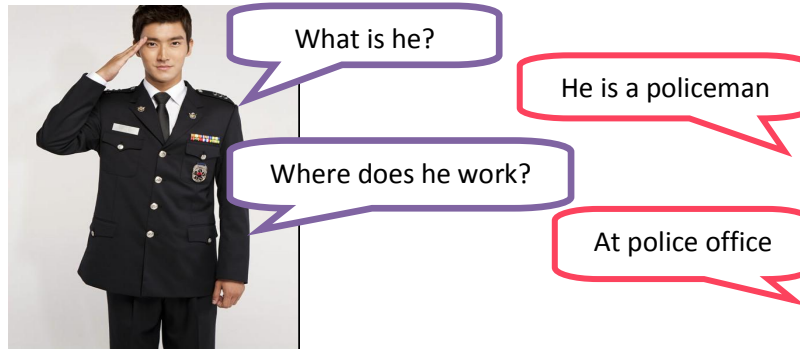
H. Teaching Learning Activities

1. *Building Knowledge of the Field (BKoF)*

- Greeting : Good morning, class
- Teacher asks some of the students about their parents' occupations.
- Ask some questions about profession.
- Students give description about it.
- Introducing the topic : Okey class, today we are going to learn about someone occupation.

2. *Modeling of the Text (MoT)*

- Students and teacher make some question lists which can describe someone profession.
- **Identify the person as shown by the pictures. Then, in pairs, ask and answer questions about the job.**



- *The teacher gives brief explanation about the Jigsaw activity.*

5. *Joint Construction of the field (JCoT)*

- Students play a jigsaw activity about their beloved teacher.

Maya is a student of SMP 2 Blora. While she studies in this School, she has 4 favorite teachers. She wants to tell to her parent about her favorite teachers. Can you help her to describe her favorite teacher? As the students at the same school, you also ever meet those teachers. Don't you?

To make your work easier, below are the pictures of each teacher. Actually Maya has the reason why she likes those teachers. They have similarities. In the sub-group, discuss the physical appearance of each teacher and in the main-group, discuss the similarities of those teachers. The similarities can be their physical appearance, their master of subject, or any other similarities.



6. *Independent Construction of the field (ICoT)*

Individually, students tell the result of the discussion about their teacher in front of the class.

I. Resource and Teaching Media

1. Resource :

- Kumalarini, Th., Achmad, M., Slamet, S., Helena A., and Muchlis, Y. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Picture and some resources from the internet

2. Teaching Media :

- Pictures

J. Technique of Scoring

The scoring technique is using rubrics of speaking. The aspects are fluency, pronunciation, accuracy, and vocabulary.

(Rubric of speaking were enclosed)

Perfect scoring = (fluency + pronunciation + accuracy + vocabulary + content) x 4

Blora, April 2013

Approved by,
English Teacher

Tri Harumwati, S.Pd

Unit 2: What do they do?

Starter

Read the following words aloud.

Doctor : /'dɒk.tə ɾ /

Architect : /'ɑː.kɪ.tekt/

Farmer : /'fɑː.mə ɾ /

Soldier : /'səʊl.dʒə ɾ /

Nurse : /nɜːs/

Teacher : 'tiː.tʃə ɾ /

Pilot : /'paɪ.lət/

Driver : /'draɪ.və ɾ /

Sailor : /'seɪ.lə ɾ /

Policeman : /pə'liːs.mən/

Chef : /ʃef/

Astronaut : /'æs.trə.nɔːt/

TASK 1

Look at the people. What are their professions?



.....



.....



.....



.....



.....

TASK 2

Match the profession with the appropriate work place.

Profession	Work place
Shopkeeper	Office
Doctor	School
Teacher	Hospital
Farmer	Studio
Librarian	Restaurant
Sailor	Ship
Secretary	Library
Flight attendant	Plane
Chef	Field
Photographer	Shop

TASK 3

Identify the person as shown by the pictures. Then, in pairs, ask and answer questions about the job. Look at the example.



What is he?

He is a policeman

Where does he work?

At police office

What does he look like?

He is tall and handsome



Singer

architect

racer

chef

photographer

My Idol

Observe the picture, and then answer the questions orally.



1. Do you know who he is?
2. What type of hair does he have?
3. How does he look like?
4. What does he do?

TASK 4

Tell to your friends about your idol.

Dimas Anggara is my idol. He is an actor. He is 23 years old. He has short black hair and pointed nose. His skin is white. He is tall, slim and handsome. I like him very much because he is a kind person.

TASK 5

JIGSAW TASK OF DESCRIPTIVE TEXT: OUR BELOVED TEACHER

Maya is a student of SMP 2 Blora. While she studies in this School, she has 4 favorite teachers. She wants to tell to her parent about her favorite teachers. Can you help her to describe her favorite teacher? As the students at the same school, you also ever meet those teachers. Don't you?

To make your work easier, below are the pictures of each teacher. Actually Maya has the reason why she likes those teachers. They have similarities. In the sub-group, discuss the physical appearance of each teacher and in the main-group, discuss the similarities of those teachers. The similarities can be their physical appearance, their master of subject, or any other similarities.



LESSON PLAN

School : SMP N 2 Blora

Subject : English

Grade/Semester : VII/2

Text type : Interpersonal and Transactional Dialogues

Time Allocation : 2 X 40 minutes

A. Standard of Competence:

10. Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts

B. Basic Competence:

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C. Character Building

Habit forming in:

- Creativity
- Accuracy
- Self confidence

D. Indicators:

- Respond to transactional and interpersonal simple short functional spoken text (descriptive).
- Produce transactional and interpersonal simple short functional spoken text (descriptive).

E. Instructional Objectives:

At the end of the session the students are able to:

- Identify the simple short functional spoken text (descriptive).
- Accurately and efficiently respond to the text (descriptive).
- Accurately and efficiently produce simple short functional spoken text (descriptive).

F. Instructional Materials:

- **Conversation Practice**

1. Tell your classmates or teacher about someone or something.

Example, your family.

There are five people in my family.

(My mom, dad, older brother, younger sister and me.)

OR

My mother is a dentist. My father is a veterinarian. I have two brothers and one sister.

OR (while showing a picture)

This is my grandma... This is my dad... This is me, when I was 9 years old.

2. Ask your classmates about their families.

Listen and ask appropriate related questions.

How many brothers and sisters do you have, Tammy?

I just have one sister.

What's her name?

Faye.

How old is she?

She's seventeen.

Vocabulary:

- Introduce the new vocabulary: i.e. sibling, grandma, parents etc.

Grammar:

- Personal pronouns, (I, you, we, etc) are used, because there is personal involvement.
- Simple present tense.
- Possessive pronouns (have, has)

G. Teaching method: genre based approach (building knowledge of the field, modeling of the text, joint construction of the text, individual constructing of the text.

H. Teaching Learning Activities

1. *Building Knowledge of the Field (BKoF)*

- Greeting : Good morning, class
- Teacher asks one of the students to stand in front of the class.
- Ask some questions about family.
- Students give description about family.
- Introducing the topic : Okey class, today we are going to learn about family.

2. *Modeling of the Text (MoT)*

- Students were showed a picture of “family tree” then they show the position correctly in the family.
- Students and teacher make some question lists which can describe the family condition in the picture.
- ***Have a look at this picture. Can you tell each member position of the family tree correctly?***



2. *Joint Construction of the field (JCoT)*

- Students play a jigsaw activity about family tree.

JIGSAW TASK OF DESCRIPTIVE TEXT: RADIT’S FAMILY TREE

Radit has homework of his social subject to make a family tree of his own. Then he asks his father to help him to make it. His father agreed to help him but he will draw the tree in separated paper. He wants Radit to arrange those pictures into correct pictures so Radit can describe their family tree well.

In your sub-group, you can help Radit in describing each of his family members. When you have done, back to your main-group to arrange the pictures into a good picture and then decide the position of each people in the picture. You may add some information according to your group discussion.



3. *Independent Construction of the field (ICoT)*

Individually, students tell the result of the discussion about family tree in front of the class.

I. Resource and Teaching Media

1. Resource :

- Kumalarini, Th., Achmad, M., Slamet, S., Helena A., and Muchlis, Y. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Picture and some resources from internet

2. Teaching Media :

- Pictures
- Power Point

J. Technique of Scoring

The scoring technique is using rubrics of speaking. The aspects are fluency, pronunciation, accuracy, and vocabulary.

(Rubric of speaking were enclosed)

Perfect scoring = (fluency + pronunciation + accuracy + vocabulary + content) x 4

Blora, April 2013

Approved by,
English Teacher

Tri Harumwati, S.Pd

Unit 3: Who are they?

Starter

Read the following words aloud.

Family : /'fæm. ə l.i/

Parent : /'peə.rənt/

Father : /'fɑː.ðə r/

Mother : /'mʌð.ə r/

Sister : /'sɪs.tə r/

Brother : /'brʌð.ə r/

Sibling : /'sɪb.lɪŋ/

Grandparent : /'græn d .peə.rənt/

Grandchild : 'græn d .tʃaɪld/

Uncle : /'ʌŋ.kl/

Aunt : /ɑːnt/

Niece : /niːs/



Nephew : /'nef.juː/

Cousin : /'kʌz. ə n/

TASK 1

Put these words in the correct place, and practice to pronounce it.

Brother father daughter wife aunt grandmother

	Boyfriend	husband		son		uncle	Grandfather
	girlfriend		mother		sister		

TASK 2

Bianca's Family

Read about Bianca's family. Tell the names of the members of her family in correct place.

This is a photo of Bianca, her parents, her grandparents, her brother, and her pet, Pluto. Her father's name is Philips, and her mother's name is Sarah. Her father has brown hair and her mother has blonde hair. Bianca's grandparents, Mr. Patrick Smith and Mrs. Linda Smith, both of them have white hair. Jason, Bianca's brother, he's 10 years old. Bianca very loves her family.



Ask and answer question about Bianca's family.

Who is Sarah?

Bianca's mother

GRAMMAR SPOT

1. Look at 's
He's 10 years old he's= he is
Her father's name = his name
's =
possession
2. Find other example in the
text of possessive 's

TASK 3

Write the name of people in your family. Ask and answer questions with a partner.

Carlisle

Esme

Jasper

Rosalie

Alice

Ask partner questions about his/her family.

Who's Carlisle?

He's my father.

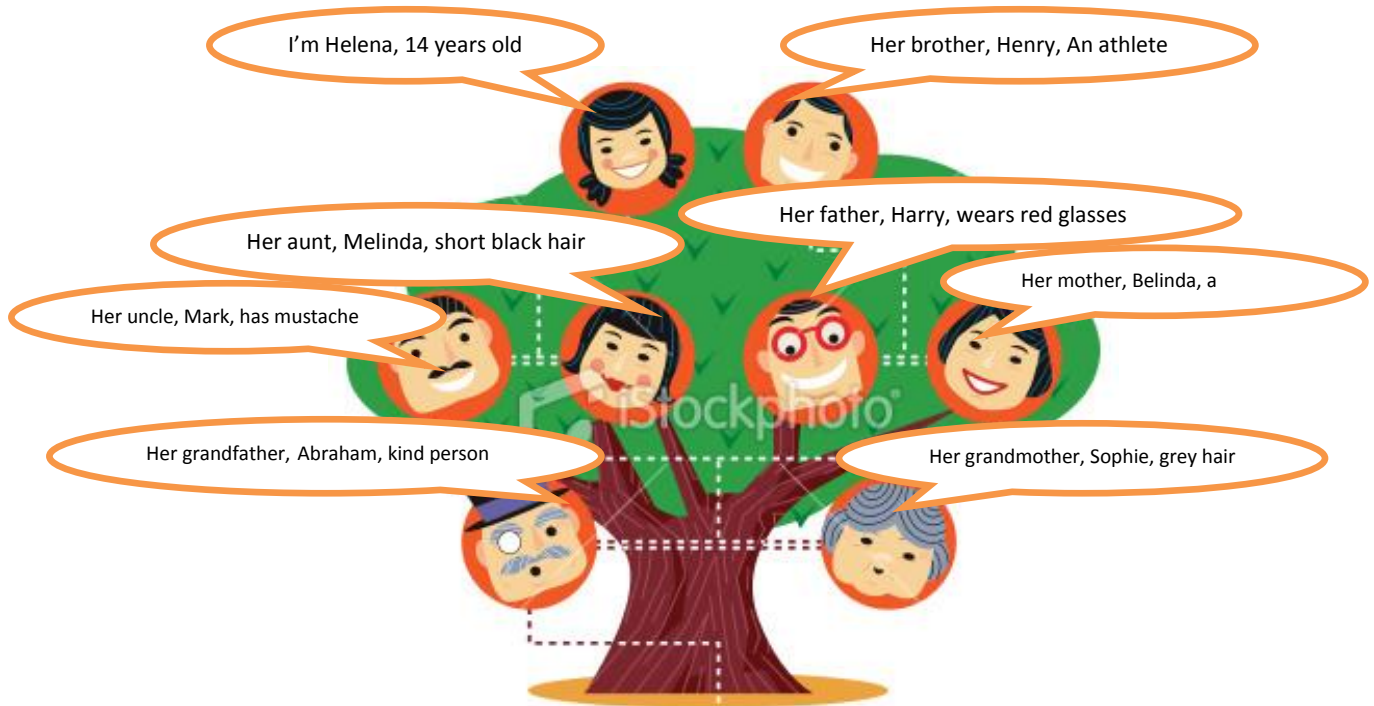
Who's Rosalie?

She is my little sister



Family tree

This is Helena's family tree.



Hi my friends. My name's Helena and I'm 14 years old. That is my family tree. My family consist of 8 members, they are: My grandfather, Abraham and my grandmother, Sophie; my grandparents have 3 children: my mother Belinda, my aunt Melinda, and my uncle Mark; my mother married with my father, Harry, and they have two children, me, Helena and my brother Henry.

TASK 4

With your partner, add some information in Helena's story about her family tree, based on the picture above. Tell to your friends orally.

TASK 5

JIGSAW TASK OF DESCRIPTIVE TEXT: RADIT'S FAMILY TREE

Radit has homework of his social subject to make a family tree of his own. Then he asks his father to help him to make it. His father agreed to help him but he will draw the tree in separated paper. He wants Radit to arrange those pictures into correct pictures so Radit can describe their family tree well.

In your sub-group, you can help Radit in describing each of his family members. When you have done, back to your main-group to arrange the pictures into a good picture and then decide the position of each people in the picture. You may add some information according to your group discussion.



LESSON PLAN

School : SMP N 2 Blora

Subject : English

Grade/Semester : VII/2

Text type : Interpersonal and Transactional Dialogues

Time Allocation : 2 X 40 minutes

A. Standard of Competence:

10. Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts

B. Basic Competence:

- 10.2 Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts descriptive and procedure.

C. Character Building

Habit forming in:

- Logical thinking
- Creativity
- Accuracy
- Self confidence

D. Indicators:

- Respond to transactional and interpersonal simple short functional spoken text (procedure).
- Produce transactional and interpersonal simple short functional spoken text (procedure).

E. Instructional Objectives:

At the end of the session the students are able to:

- Identify the simple short functional spoken text (procedure).
- Accurately and efficiently respond to the text (procedure).
- Accurately and efficiently produce simple short functional spoken text (procedure).

F. Instructional Materials:

1. Tell your classmates how to make omelet.

How to make an omelet

Things you need

1 egg
Salt, pepper, butter and milk
1 small saucepan

What to do

- Beat the eggs well.
- Add salt, pepper and little milk.
- Heat the butter in a frying pan.
- Add the mixture and fry for five minutes.

2. Ask your classmates about food.

Listen and ask appropriate related questions.

What is that?

A noodle

How it taste?

Very delicious

Can you make it?

Yes, I can.

Procedure text can be explained as bellow:

Social function: to describe how something is accomplished through a sequence of actions or steps.

Generic structure:

- Goal.
- Materials (not required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)

Vocabulary:

- Introduce the new vocabulary: i.e. green jack fruit, fragrance, tender, candle nuts, etc.

Grammar:

- Simple present tense
- Imperative sentences (cut, wash, add, pour, etc)
- Temporal conjunction (first, next, then, finally, etc)

G. Teaching method: genre based approach (building knowledge of the field, modeling of the text, joint construction of the text, individual constructing of the text.

H. Teaching Learning Activities

1. Building Knowledge of the Field (BKoF)

- Greeting : Good morning, class
- Teacher asks the students about food.
- Students give opinion about it.
- Introducing the topic : Okey class, today we are going to learn about how to make something.

2. Modeling of the Text (MoT)

- Students and teacher make some question lists which can explain the step to make noodle.
- **Identify the pictures. Then, in pairs, ask and answer questions.**

What is that?
How it taste?
Is it delicious?
Is it chilly?
Can you make it?
How to make it?
What do we need to make it?



- *The teacher gives brief explanation about constructing the procedure text, then the students practice it.*

Based on activity above,

Tell the steps to cook fried rice in the blanks below.

Practice telling the procedure with your partner.

1. First,.....
2. Then.....
3. Finally.....

4. *Joint Construction of the field (JCoT)*

- Students play a jigsaw activity about breakfast menu.

Below are the pictures of some breakfast menus. This morning, your parents have to go to work earlier and they ask you to make breakfast by yourself for you and your little sister. Choose one of the pictures menus you like. Remember, your little sister hates to have eggs for her breakfast and she like fresh meal.



In your sub-group, discuss one the picture above (the researcher will give a different picture to each sub-groups). Discuss the materials needed and the steps to make it. Then, go back to your main-group to discuss which one of the best meal for your breakfast according to the clues.

5. *Independent Construction of the field (ICoT)*

Individually, students tell the result of the discussion about their teacher in front of the class.

I. Resource and Teaching Media

1. Resource :

- Kumalarini,Th., Achmad, M., Slamet, S., Helena A., and Muchlis, Y. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Picture and some resources from internet

2. Teaching Media :

- Pictures
- Power Point

J. Technique of Scoring

The scoring technique is using rubrics of speaking. The aspects are fluency, pronunciation, accuracy, vocabulary, and content.

(Rubric of speaking were enclosed)

Perfect scoring = (fluency + pronunciation + accuracy + vocabulary + content) x 4

Blora, Mei 2013

Approved by,
English Teacher

Tri Harumwati, S.Pd

Unit 4: Show me how...

Starter

Read the following sentences aloud.

Receipt : /rɪ'si:t/

Ingredient : /ɪn'ɡri:di.ənt/

Serve : /sɜ:v/

Cook : /kʊk/

Taste : /teɪst/

Meal : /mi:l/

Add : /æd/

Blend : /blend/

Mixture : /'mɪks.tʃə r/

Fry : /fraɪ/

Melt : /melt/

Put : /pʊt/

1. Take a sheet of paper, please.
2. Cut the paper, please.
3. Please, show me your card. Let's make a birthday card.
4. Don't cut the wrong edge.
5. Don't put too much glue.

Note:

Sentences 1, 2, and 3 above are called command.

To give command, we use the present form of verbs, such as stand up, sit down, etc.

Sentences 4 and 5 above are called prohibition.

to give prohibition, we use don't plus the present form of verbs.

TASK 1

Do this in pair. One is to give instruction and the other one is to perform the instructions.

1. Write his/her name on a book.
2. Arrange some books on the table.
3. Put the books in to a bag.
4. Give the bag to your friend.
5. Take the bag.

What is it?

look at the picture.

Answer the question orally.

- What is that?
- How it taste?
- Is it delicious?
- Is it chilly?
- Can you make it?
- How to make it?
- What do we need to make it?



TASK 2

In pairs, ask and answer questions about the food above. Look at the example.

What is that?





Fried noodle

How it taste?



TASK 3

Match the verbs in A and the phrases in B based on the conversation with your friend

A		B
1. Put		a. the water
2. Boil		b. the seasoning and oil
3. Add		c. the soup well
4. Mix		d. the noodle

Based on activity above,

Tell the steps to cook Soto instant noodle in the blanks below.

Practice telling the procedure with your partner.

1. First,.....

2. Then.....

3. Finally.....

Notes:

The words *first*, *then*, *next*, and *finally* are used to tell a procedure.

First is used to begin the procedure.

Then is used to tell steps during the procedure.

Finally is used to end the procedure.

TASK 4

Below are the jumbled steps of making an omelet. Arrange it into correct order then demonstrate the steps of making an omelet.



- Beat the eggs well.
- Add salt, pepper and little milk.
- Heat the butter in a frying pan.
- Add the mixture and fry for five minutes.

How to make an omelet

Things you need

1 egg
Salt, pepper, butter and milk
1 small saucepan

What to do

- 1.
- 2.
- 3.
- 4.

Characteristics of Procedural Text

- *Procedural text* is a text that gives some clues of how to do something through a series of actions.
- Goal / purpose : to give information what we need.
- Material : things that you need to make an object.
- Method / steps : the information about making an object.

TASK 5

JIGSAW TASK OF PROCEDURE TEXT: BREAKFAST MENU

Below are the pictures of some breakfast menus. This morning, your parents have to go to work earlier and they ask you to make breakfast by yourself for you and your little sister. Choose one of the pictures menus you like. Remember, your little sister hates to have eggs for her breakfast and she like fresh meal.



In your sub-group, discuss one the picture above (the researcher will give a different picture to each sub-groups). Discuss the materials needed and the steps to make it. Then, go back to your main-group to discuss which one of the best meal for your breakfast according to the clues.

LESSON PLAN

School : SMP N 2 Blora

Subject : English

Grade/Semester : VII/2

Text type : Interpersonal and Transactional Dialogues

Time Allocation : 3 X 40 minutes

A. Standard of Competence:

10. Expressing meaning of simple short functional spoken text for interpersonal and transactional purposes, both interactive and non-interactive, in formal and informal situations of communication in closest social and academic contexts

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C. Character Building

Habit forming in:

- Logical thinking
- Creativity
- Accuracy
- Self confidence

D. Indicators:

- Respond to transactional and interpersonal simple short functional spoken text (procedure).
- Produce transactional and interpersonal simple short functional spoken text (procedure).

E. Instructional Objectives:

At the end of the session the students are able to:

- Identify the simple short functional spoken text (procedure).
- Accurately and efficiently respond to the text (procedure).
- Accurately and efficiently produce simple short functional spoken text (procedure).

F. Instructional Materials:

1. Tell your classmates how to make birthday cards.

Let's make birthday cards.

What you need:

Envelop

Crayons

Coloring paper

What to do:

1.

2.

3.

4.

Now our birthday card is ready.

2. Ask your classmates about the procedure to make birthday cards.

Listen and ask appropriate related questions.

What is that?

Birthday cards

Can you make it?

Yes, I can.

How to make it?

Procedure text can be explained as bellow:

Social function: to describe how something is accomplished through a sequence of actions or steps.

Generic structure:

- Goal.
- Materials (not required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)

Vocabulary:

- Introduce the new vocabulary: i.e. cut, fold, draw, etc.

Grammar:

- Simple present tense
- Imperative sentences (cut, wash, add, pour, etc)
- Temporal conjunction (first, next, then, finally, etc)

G. Teaching method: genre based approach (building knowledge of the field, modeling of the text, joint construction of the text, individual constructing of the text.

H. Teaching Learning Activities

1. *Building Knowledge of the Field (BKoF)*

- Greeting : Good morning, class
- Teacher asks the students about handmade.
- Students give opinion about it.
- Introducing the topic : Okay class, today we are going to learn about how to make something.

2. *Modeling of the Text (MoT)*

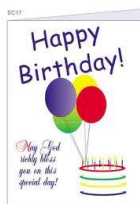
- Students and teacher make some question lists which can explain the step to make birthday cards.
- **Identify the pictures. Then, in pairs, ask and answer questions.**

What is that?

Can you make it?

How to make it?

What do we need to make it?



- **Based on activity above, Tell the steps to made birthday cards in the blanks below, practice telling the procedure with your partner.**

Let's make birthday cards

What you need:

.....,,

What to do:

- 1.
- 2.
- 3.
- 4.

Now our birthday card is ready.

3. *Joint Construction of the field (JCoT)*

- Students play a jigsaw activity about building a house.

Papa bear plans to build a house. He wants everybody in the family to help him. He plans to start the work on Monday and finish on Saturday. Below are the pictures of the steps for building the house. Help papa bear to arrange the pictures into the correct order. Add some temporal conjunctions to indicate every step to make papa bear's work easier.



The materials needed:

Some lodges, stones, roof, paint. (You may add other materials)

In sub-group, you have to discuss each picture. After that, conduct some main-group that consists of 7 students in each group then discuss the correct steps in building a house. You just concern on the steps since the materials have been mentioned above. Remember, a procedure text should consist of some components such as the materials, the steps and the temporal conjunction.

4. *Independent Construction of the field (ICoT)*

Individually, students tell the result of the sub-group discussion in front of the class.

I. Resource and Teaching Media

1. Resource :

- Kumalarini,Th., Achmad, M., Slamet, S., Helena A., and Muchlis, Y. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah*

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- Picture and some resources from internet

2. Teaching Media :

- Pictures

J. Technique of Scoring

The scoring technique is using rubrics of speaking. The aspects are fluency, pronunciation, accuracy, vocabulary, and content.

(Rubric of speaking were enclosed)

Perfect scoring = (fluency + pronunciation + accuracy + vocabulary + content) x 4

Blora, Mei 2013

Approved by,
English Teacher

Tri Harumwati, S.Pd

Unit 5: Show me how...

Starter

Read the following sentences aloud.

Material : /mə'tiə.ri.əl/

Tool : /tu:l/

Make : /meɪk/

Cut : /kʌt/

Take : /teɪk/

Pick : /pɪk/

Fold : /fəʊld/

Draw : /drɔ:/

Press : /pres/

Divide : /dɪ'vaɪd/

Prepare : /prɪ'peə r /

Build : /bɪld/

TASK 1

Read aloud the verbs above each picture. In pairs, answer the questions below each picture orally.



What do you cut?

What do you use cut?



Adverb

Every day, very healthy, finally are adverbs. Adverbs are closely connected with **verbs** in a sentence. An adverb adds information about such things as the *manner*

(ways to do something), *place, time* and *view of the things* or *action*.

Adverb has the following forms :

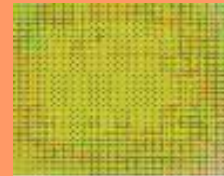
- a. A single word (Called an **adverb**)
e.g. often, soon, out, slowly, probably, very.
- b. A prepositional phrase (having the pattern preposition + noun).
e.g. by chance, during the rainy season, across the road, by car.
- c. Time expressions (a phrase without a preposition)
e.g. one afternoon, all day, every morning, tomorrow, a week, on Friday.
- d. A Clause (a longer group of words).
e.g. when they met in the shelter.

TASK 2

Tell to your friends how to make a birthday card orally.

Let's make birthday cards.

What you need:



What to do:

- 1.
- 2.
- 3.
- 4.

Now our birthday card is ready.

TASK 3



Show the procedure how to make a paper plane.
Use the following verbs and pictures.



prepare, fold like this, fold again, divide

TASK 4



Have you ever made a paper bird?

Work in pairs.

Tell your friends how to make paper bird.

You should tell the things you need.

TASK 5

JIGSAW TASK OF PROCEDURE TEXT: BUILDING PAPA BEAR HOUSE

Papa bear plans to build a house. He wants everybody in the family to help him. He plans to start the work on Monday and finish on Saturday. Below are the pictures of the steps for building the house. Help papa bear to arrange the pictures into correct order. Add some temporal conjunction to indicate every step to make papa bear's work easier.



The materials needed:

Some lodges, stones, roof, paint. (You may add other materials)

In sub-group, you have to discuss each picture. After that, conduct some main-group that consists of 7 students in each group then discuss the correct steps in building a house. You just concern on the steps since the materials have been mentioned above. Remember, a procedure text should consist of some components such as the materials, the steps and the temporal conjunction.

LESSON PLAN

School : SMP N 2 Blora

Subject : English

Grade/Semester : VII/2

Text type : Interpersonal and Transactional Dialogues

Time Allocation : 2 X 40 minutes

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C. Character Building

Habit forming in:

- Logical thinking
- Creativity
- Accuracy
- Self confidence

D. Indicators:

- Respond to transactional and interpersonal simple short functional spoken text (procedure).
- Produce transactional and interpersonal simple short functional spoken text (procedure).

E. Instructional Objectives:

At the end of the session the students are able to:

- Identify the simple short functional spoken text (procedure).
- Accurately and efficiently respond to the text (procedure).
- Accurately and efficiently produce simple short functional spoken text (procedure).

F. Instructional Materials:

1. Tell your classmates how to borrow a book from school library.

Borrow a book from school library.

How to use.....
Look for the title in.....
Write the code number.....
Get the book from the.....
..... the book to the librarian.
Show him/her your card.

2. Ask your classmates about the procedure answer teacher's question in correct way.

Listen and ask appropriate related questions.

Have you ever answer the teacher's questions?
Yes, I have.
Can you do it in an appropriate way?
Yes, I can.
Can you tell me how?

Procedure text can be explained as bellow:

Social function: to describe how something is accomplished through a sequence of actions or steps.

Generic structure:

- Goal.
- Materials (not required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)

Vocabulary:

- Introduce the new vocabulary: i.e. open, close, serve, etc.

Grammar:

- Simple present tense

- Imperative sentences
- Temporal conjunction (first, next, then, finally, etc)

G. Teaching method: genre based approach (building knowledge of the field, modeling of the text, joint construction of the text, individual constructing of the text.

H. Teaching Learning Activities

1. *Building Knowledge of the Field (BKoF)*

- Greeting : Good morning, class
- Teacher asks the students about social media.
- Students give opinion about it.
- Introducing the topic : Okay class, today we are going to learn about the step to do something.

2. *Modeling of the Text (MoT)*

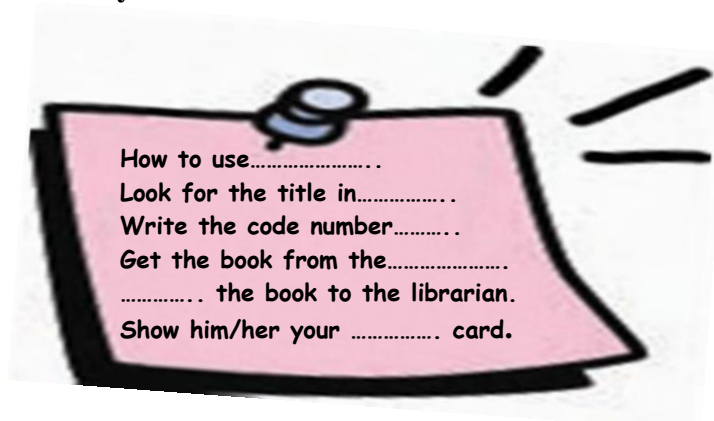
- Students and teacher make some question lists which can explain the step to make birthday cards.
- **Identify the pictures. Then, in pairs, ask and answer questions.**

Do you have facebook account?

Can you show me how to create it?

What do we need to create it?








- **Complete the following procedure of borrowing a book from school library, and then tell the complete procedure for your school library orally.**



- *Joint Construction of the field (JCoT)*
- Students play a jigsaw activity about building a house.

JIGSAW TASK OF PROCEDURE TEXT: SHOPPING ONLINE

Tiffany wants to shop on line, but this is the first time for her. Can you help her to explain how to shop online? Below are the picture steps of shopping online. The pictures were not in the correct order. You have to arrange them in the correct order and then tell her how to shop online in the appropriate way.

In your sub-group, discuss the picture story. The researcher would give you one picture of them and then you have to discuss the story in the picture. When you had done discussing in the sub-group, go to the main-group to discuss the correct sequence of the pictures. Do the task in the appropriate way. Remember, you will arrange them into the procedure text. There are some components of the procedure text that you may not ignore.

- *Independent Construction of the field (ICoT)*

Individually, students tell the result of the sub-group discussion in front of the class.

I. Resource and Teaching Media

1. Resource :

- Kumalarini,Th., Achmad, M., Slamet, S., Helena A., and Muchlis, Y. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Picture and some resources from internet

2. Teaching Media :

- Pictures

J. Technique of Scoring

The scoring technique is using rubrics of speaking. The aspects are fluency, pronunciation, accuracy, vocabulary, and content.

(Rubric of speaking were enclosed)

Perfect scoring = (fluency + pronunciation + accuracy + vocabulary + content) x 4

Blora, Mei 2013

Approved by,
English Teacher

Tri Harumwati, S.Pd

Unit 6: Show me how...

Starter

Read the following sentences aloud.

Open : /'əʊ.p ə n/

Read : /ri:d/

Write : /raɪt/

Talk : /tɔ:k/

Listen : /'lɪs. ə n/

Look : /lʊk/

Type : /taɪp/

Sit : /sɪt/

Serve : /sɜ:v/

Give : /gɪv/

Raise : /reɪz/

Keep : /ki:p/

Repeat : /rɪ'pi:t/

Search : /sɜ:tʃ/

TASK 1

Based on the pictures below, write the procedures of answering a teacher's question in a class.

Use verbs: *listen, raise, and give.*



TASK 2

Based on the pictures below, write the procedures of keeping book after reading.

Use verbs: *open, study/read, write, close, put.*



Open the book





TASK 3

Combine the first imperative sentence above with the next sentences.

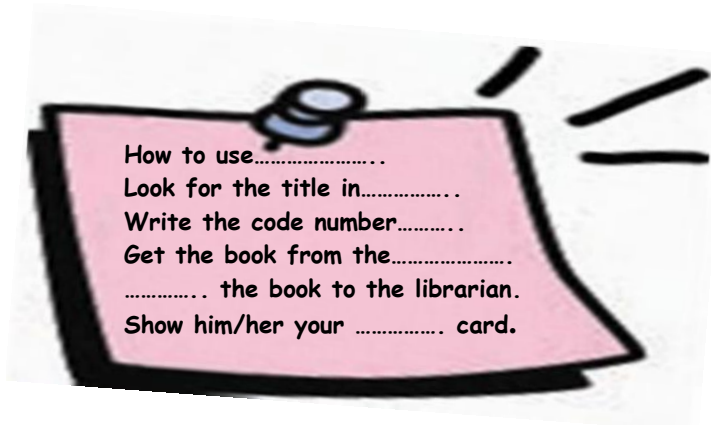
Use connectors: First, then, then, finally.

First, open the book, then,, Then,

, Then, Finally

TASK 4

Complete the following procedure of borrowing a book from school library.
 Then, tell the complete procedure for your school library orally.



TASK 5

JIGSAW TASK OF PROCEDURE TEXT: SHOPPING ONLINE

Tiffany wants to shop on line, but this is the first time for her. Can you help her to explain how to shop online? Below are the picture steps of shopping online. The pictures were not in the correct order. You have to arrange them in the correct order and then tell her how to shop online in the appropriate way.



In your sub-group, discuss the picture story. The researcher would give you one picture of them and then you have to discuss the story in the picture. When you had done discussing in the sub-group, go to the main-group to discuss the correct sequence of the pictures. Do the task in the appropriate way. Remember, you will arrange them into the procedure text. There are some components of the procedure text that you may not ignore.

APPENDIX F

Rubrics of Speaking

Rubrics of Speaking

1. Fluency

Criterion: speaking fluently in natural hesitations indicators

Score	Indicators
5	The student speaks very fluently in communication to perform the expected competency.
4	The student speaks quite fluently in communication to perform the expected competency although there are hesitations which are not quite natural.
3	The student does not quite fluently in communication to perform the expected competency; sometimes she/ he is impeded by language problems so that he/ she speaks slowly and hesitantly; those problems disrupt the performance.
2	The student speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.
1	The student communicates very difficult to perform the expected competency; he/ she speaks very slowly and always discontinuously (like speaking per word with very simple pattern) and even then stops.

2. Pronunciation

Criterion: Speaking in unambiguous sounds and use appropriate intonation and pauses.

Score	Indicators
5	The students almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
4	The student sometimes makes pronunciation mistakes in

	performing expected competency; intonation and stress are sometimes not quite appropriate; some sound are ambiguous but can be understood.
3	The student makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
2	The student always makes pronunciation mistakes in performing the expected competency such as many sounds are ambiguous because pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. Accuracy

Criterion: Using simple and complex grammatical structures correctly.

Score	Indicators
5	The student almost never makes any grammatical mistakes in performing the expected competency; both in the basic grammatical structures but makes very few mistakes in complex structure, however those mistakes do not impedes meaning.
4	The student rarely makes grammatical mistakes very rare in basic grammatical structure and makes some mistakes in complex structure in performing expected competency so that they rather impede meaning.
3	The student often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), in performing expected competency so that they strongly impede meaning.
2	The student always makes grammatical mistakes in most of the

	basic grammatical structures (like phrases, simple and compound sentences) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. Vocabulary

Criterion: Using many vocabulary variations and appropriate word choices.

Score	Indicators
5	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
4	The students uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has no explain ideas to get the appropriate words.
3	The student uses limited vocabulary and inappropriate word choices in performing the expected competency, he/ she often explain ideas because of the insufficient vocabulary.
2	The student uses very limited vocabulary to perform the expected competency so that communication is difficult to understand, he/ she has to ask the teacher to express the ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.

5. Comprehension and Relevancy of the Content

Criterion: Speaking in relevant topic of the discussions and understand what they were talking about.

Score	Indicators
5	The students really comprehend the text and can speak in relevant and adequate to the task set. There is no mistake and irrelevant response in their speaking at all.
4	The students can respond in relevant topic to the task.
3	The most part of the students' response is relevant to the task, but there are some gaps or redundancy.
2	The students have limited response to the task, there are gaps or pointless repetition.
1	The students cannot speak in the relevant topic. They do not understand what they speak about. Irrelevant responses to the task set, totally inadequate response.

APPENDIX G

Students' Score

PRE-TEST SCORE

No	Name	V	P	G	F	C	Score
1	Achmad Iswahyudi	4	2	3	3	3	15
2	Ade Gilar R. A	2	2	2	1	2	9
3	Aldo Cahya K. D	2	1	2	1	2	8
4	Ariko Yudha A	3	2	2	1	2	10
5	Arum Santya Agus N	3	3	3	3	3	15
6	Audia Fortuna M	3	3	3	4	3	16
7	Ayu Anggara	3	3	2	3	3	14
8	Bidhari Sinta Mei S	2	3	3	2	3	13
9	Damagung Wibisono	3	2	3	3	3	14
10	Della Agustina Citania N	3	3	3	2	3	14
11	Dewi Juliasari E. M	2	1	1	1	2	7
12	Fachri Wiradinata	2	2	2	2	2	10
13	Fajar Nur Zaima	2	2	2	2	3	11
14	Fitriyana Khoirunnisa	2	2	2	2	2	10
15	Hanum Prihayuningtyas	2	2	2	2	2	10
16	M. Ari Vito W	2	2	2	2	2	10
17	M. Taufiq Ramadhan	2	3	2	2	2	11
18	M. Miftachul Syanusi	3	2	3	3	3	14
19	Nur Afni Setyo	2	2	2	2	3	11
20	Pramudya Yoga N. A	2	3	2	3	3	13
21	Putri Marfia Esa	3	2	2	2	3	12
22	Rizky Indra Pradana	3	3	2	3	3	14
23	Salsa Tiara Eka Amanda P	2	2	2	3	2	11
24	Salsya N. C	3	3	3	3	3	15
25	Sujiwo Pandu Wijaya	2	1	1	2	2	8
26	Vindi Harisa Kumala Sari	2	2	2	3	2	11
27	Zella Ayu Yuliana	3	2	2	2	3	12
28	Zuhri Irfanny R	2	1	2	1	2	8
	TOTAL	69	61	62	63	71	326
	AVERAGE	2.464	2.179	2.214	2.25	2.536	11.6429

POST-TEST SCORE

No	Name	V	P	G	F	C	Score
1	Achmad Iswahyudi	4	4	4	3	4	19
2	Ade Gilar R. A	3	3	2	3	3	14
3	Aldo Cahya K. D	3	3	3	3	3	15
4	Ariko Yudha A	3	3	3	3	3	15
5	Arum Santya Agus N	4	4	4	3	4	19
6	Audia Fortuna M	4	4	4	4	4	20
7	Ayu Anggara	4	3	3	4	4	18
8	Bidhari Sinta Mei S	3	3	3	3	3	15
9	Damagung Wibisono	3	3	3	4	4	17
10	Della Agustina Citania N	4	4	3	4	4	19
11	Dewi Juliasari E. M	3	3	2	3	3	14
12	Fachri Wiradinata	3	3	2	3	3	14
13	Fajar Nur Zaima	3	3	3	3	3	15
14	Fitriyana Khoirunnisa	3	3	3	3	4	16
15	Hanum Prihayuningtyas	4	3	3	3	3	16
16	M. Ari Vito W	3	3	3	4	3	16
17	M. Taufiq Ramadhan	3	3	3	4	3	16
18	M. Miftachul Syanusi	4	3	3	3	4	17
19	Nur Afni Setyo	3	3	3	3	3	15
20	Pramudya Yoga N. A	3	3	3	3	4	16
21	Putri Marfia Esa	3	3	3	4	3	16
22	Rizky Indra Pradana	3	3	3	3	4	16
23	Salsa Tiara Eka Amanda P	3	3	3	3	4	16
24	Salsya N. C	3	3	3	3	3	15
25	Sujiwo Pandu Wijaya	3	2	3	3	3	14
26	Vindi Harisa Kumala Sari	3	4	3	3	4	17
27	Zella Ayu Yuliana	3	3	3	3	4	16
28	Zuhri Irfanny R	3	2	3	3	3	14
	TOTAL	91	87	84	91	97	450
	AVERAGE	3.25	3.107	3	3.25	3.4643	16.0714

APPENDIX H

Photographs

CLASS OBSERVATION



The students like chatting with their friends than pay attention to the



Some of them just keep silent.

GROUP DISCUSSIONS

The students discussed the materials seriously.



They often checked the words they unfamiliar in dictionary and translator.



They spoke freely since they were discussing with their friends.



JIGSAW ACTIVITIES



PRESENTATION



The students presented their discussions in group in front of the class.

They presented the result of the sub-group individually.



The result of the main-group discussion was presented together.

APPENDIX I

Letters



PEMERINTAH KABUPATEN BLORA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 2 BLORA

Jalan Gunandar Nomor 72 Blora, ☎ (0296) 531138 / Fax. 533214

Website : www.smp2blora.com Email : smp2blora@yahoo.co.id

SURAT KETERANGAN

Nomor : 423 / 131 / 2013

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Blora menerangkan bahwa :

Nama	: YANUAR HESTI ARDINI
NIM	: 09202244011
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Program	: S-1
Tahun Akademik	: 2012-2013
Fakultas	: Bahasa dan Seni Universitas Negeri Yogyakarta

Benar – benar telah melakukan Penelitian di SMP Negeri 2 Blora untuk tugas Skripsi dengan judul :

**"IMPROVING THE SEVENTH GRADE STUDENT SPEAKING ABILITY OF SMP N
2 BLORA THROUGH JIGSAW IN ACADEMIC YEAR OF 2012/2013"**

Mulai tanggal 1 April s.d. 31 Mei 2013.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Blora, 29 April 2013

Kepala Sekolah



Mas Sugiarto, S.Pd.

NIP. 19590714.197803.1.001



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)**

Jl Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 1 April 2013

Nomor : 074 / 570 / Kesbang / 2013
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth.
Gubernur Jawa Tengah
Up. Kepala Badan Kesbangpol dan Linmas
Provinsi Jawa Tengah

Di
SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni Universitas Negeri
Yogyakarta
Nomor : 0316p/UN.34.12/DT/IV/2013
Tanggal : 1 April 2013
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal : **" IMPROVING THE SEVENTH GRADE STUDENTS' SPEAKING ABILITY OF SMP N 2 BLORA THROUGH JIGSAW IN ACADEMIC YEAR 2012/2013 "** , kepada :

N a m a : YANUAR HESTI ARDINI
NIM : 09202244011
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi Penelitian : SMP N 2 Blora, Provinsi Jawa Tengah
Waktu Penelitian : April s/d Mei 2013

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian;
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY;

Rekomendasi Ijin Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
3. Yang bersangkutan.



PEMERINTAH PROVINSI JAWA TENGAH
BADAN KESATUAN BANGSA POLITIK DAN PERLINDUNGAN MASYARAKAT

Jl. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122
EMAIL : KESBANG@JATENGPROV.GO.ID
SEMARANG - 50136

SURAT REKOMENDASI SURVEY / RISET

Nomor : 070 / 1047 / 2013

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia. Nomor 64 Tahun 2011. Tanggal 20 Desember 2011.
2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Gubernur Jawa Barat. Nomor 074 / 570 / Kesbang / 2013. Tanggal 1 April 2013.
- III. Pada Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Blora.
- IV. Yang dilaksanakan oleh
1. Nama : YANUAR HESTI ARDINI.
 2. Kebangsaan : Indonesia.
 3. Alamat : Karangmalang Yogyakarta.
 4. Pekerjaan : Mahasiswa.
 5. Penanggung Jawab : Dr. Agus Widyantoro, M.Pd.
 6. Judul Penelitian : Improving The Seventh Grade Students' Speaking Ability Of Smp N 2 Blora Through Jigsaw In a Academic Year 2012/ 2013
 7. Lokasi : Kabupaten Blora

V. KETENTUAN SEBAGAI BERIKUT :

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
2. Pelaksanaan survey / riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.

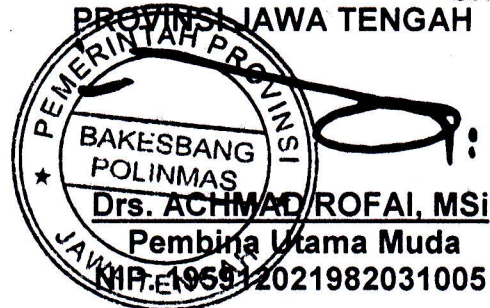
VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari :

April s / d Juli 2013.

VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 24 April 2013

an. GUBERNUR JAWA TENGAH
KEPALA BADAN KESBANGPOL DAN LINMAS
PROVINSI JAWA TENGAH





PEMERINTAH KABUPATEN BLORA
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jl. GOR No. 10 Telp. (0296)531827 Blora 58219

SURAT IJIN RISET/SURVEY

NOMOR : 071/132/IV/2013

- I. DASAR : Peraturan Daerah Kabupaten Blora Nomor 3 Tahun 2008 tentang Pembentukan Organisasi dan Tata kerja Lembaga Teknis Daerah
- II. MEMPERHATIKAN : Surat dari Kesbangpol Kabupaten Blora
Nomor : 070/132/IV/2013
Tanggal : 26 April 2013

Yang bertanda tangan di bawah ini Kepala Badan Perencanaan Pembangunan Daerah Kabupaten Blora bertindak atas nama Bupati Blora, menyatakan TIDAK KEBERATAN atas ijin Riset/Survey dalam wilayah Kabupaten Blora yang dilaksanakan oleh :

1. Nama : **YANUAR HESTI ARDINI**
2. Pekerjaan : Mahasiswa
3. Alamat : RT 008 RW 001 Kel. Karangjati Kec. Blora Kab. Blora
4. Penanggung jawab : **Dr. Agus Widyantoro, M.Pd**
5. Maksud / Tujuan : Ijin penelitian skripsi dengan judul:
"Improving The Seventh Grade Students Speaking Ability Of SMPN 2 Blora Through Jigsaw In Academic Year Of 2012/2013"
6. Lokasi : SMPN 2 Blora

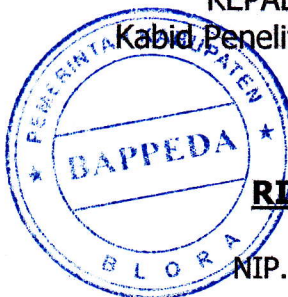
dengan ketentuan-ketentuan sebagai berikut :

- a. Pelaksanaan Survey/Riset tidak disalahgunakan untuk atujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
- b. Sebelum melaksanakan Survey/Riset terlebih dahulu harus melapor kepada instansi terkait.
- c. Setelah Survey/Riset selesai supaya **menyerahkan** hasilnya ke BAPPEDA Kab. Blora.

III. Surat ijin Survey/Riset ini berlaku : **26 April 2013 s.d 26 Juli 2013.**

Dikeluarkan di : Blora
pada tanggal : 26 April 2013

An. BUPATI BLORA
KEPALA BAPPEDA KAB. BLORA
Kabid. Penelitian, Pengembangan & Statistik



RINI SETYOWATI, SE

Pembina

NIP. 19731112 199703 2 003

TEMBUSAN :

1. Bupati Blora sebagai Laporan;
2. Ka. Kankesbangpol Kab. Blora;
3. Ka. Dindikpora Kab. Blora;
4. Ka. SMPN 2 Blora.